DOCUMENT RESUME

ED 324 576 CG 022 831

TITLE Children at Risk: A Resource and Planning Guide. Bulletin No. 91065.
INSTITUTION Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE Aug 90
NOTE 237p.
AVAILABLE FROM Publication Sales, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841.
PUB TYPE Guides - General (050)

EDRS PRICE MF01/PC10 Plus Postage.
DESCRIPTORS *At Risk Persons; *Childhood Needs; *Child Welfare; Curriculum Guides; Disadvantaged; Dropout Prevention; Drug Abuse; Early Childhood Education; *Early Intervention; Educational Diagnosis; Educational Environment; Elementary Education; *High Risk Students; Low Income Groups; *Potential Dropouts; Special Needs Students
IDENTIFIERS *Wisconsin

ABSTRACT

This guide is intended to help educators develop, manage, and implement practices that have proven successful with children at risk. It contains the statutes and standards which direct Children At Risk programming in Wisconsin, program models, elements of successful programs, technical information about requirements and mandates, and steps to help educators design and implement effective programs. The guide also identifies links among human service providers which have been found to effectively serve the needs of children at risk. The following chapters are included: (1) Overview (the need for Children at Risk programs, the history of the Wisconsin Initiative, current legal requirements, dropout prevention, and evaluation criteria for effective Children At Risk programs); (2) A Foundation for Children At Risk Programs; (3) Providing a Safe and Orderly Environment; (4) Ensuring that Reforms and Standards have a Positive Effect; (5) Providing a Challenging Curriculum; (6) Using Appropriate Instructional Strategies; (7) Early Intervention; (8) Parental Involvement; (9) Multifaceted Approaches; (10) Work Experience Components; (11) Fostering Understanding, Sensitivity, and Effectiveness; (12) Enhancing Students' Perceptions of Self-Worth; (13) State/Local Coordination; (14) Alcohol and Other Drug Abuse Components; (15) Resources; and (16) Appendixes (administrative rules for programs, related legislation, sample truancy forms, school district standards and rules, acronyms, and a Children At Risk bibliography). (TE)

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CHILDREN AT RISK

A Resource and Planning Guide

Wisconsin Department of Public Instruction / Herbert J. Grover, State Superintendent

Children At Risk:
A Resource and Planning Guide

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Post Office Box 7841
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Revised August 1990

Bulletin No. 91065

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Foreword

Keeping children in school through graduation is one of the most effective deterrents to a life of poverty. Research affirms that school success is the single most important credential in assuring future career opportunities, economic independence, and well-being. The Wisconsin Department of Public Instruction (DPI) has responded to needs of youths who may be at risk of failing in school by being among the first state education agencies in the nation to sponsor legislation designed to keep these children in school through graduation. Since the legislation took effect in 1986, the state's public school dropout rate has declined to 3.21 percent annually. Our work is beginning to show results, but much remains to be done to reach our goal of a 100 percent graduation rate.

Wisconsin's efforts to help young people have been translated into many initiatives and successful programs. The department is committed to assisting school boards and local communities in the design, planning, and implementation of preschool through twelfth grade truancy and dropout prevention programs. *Children At Risk: A Resource and Planning Guide* reflects what we have learned through our work with these children and their families. It is designed to direct you through the planning and implementation of local programming for children at risk, and reflects what we believe to be effective programs and practices.

We have made substantial progress since 1986. Modifications to the Children At Risk statute in July 1989 expand the definition of children at risk to include children in grades 5 through 8 who are two or more years behind in basic skill levels, or who are one or more years behind in basic skill levels and have been absent for more than ten percent of the required number of instructional hours whether such absences are excused or unexcused. The definition was also expanded to include any pupil who is absent 15 percent or more of the time and who is also one year behind in basic skills progress toward graduation. Other changes in the statute will lead to more specific plans of action related to parental and community agency involvement that school districts can implement as they identify their children at risk.

Despite our best efforts, too many Wisconsin students will leave school before graduation. The problems of our children at risk are not solely an urban or rural problem, nor a problem of a particular ethnic or age group. Therefore, our solutions must be flexible enough to reach all children in need. In order to be effective, these solutions must reflect a collaborative effort between school districts, families, communities, businesses, and industry working together to remove or alleviate the multiple problems which interfere with school attendance and achievement.

We in Wisconsin are committed to helping our children. Through the Children At Risk initiative, we have taken a critical step to improve educational and community serv-

ices. This guide will help you plan your response to the children at risk and their families in your school district.

We have observed how the statute works, documented its strengths and weaknesses, and underscored the continuing needs of our youth. We know that this problem must be approached through a coordinated system of services. The problems of our children at risk did not happen overnight, nor will they be solved through short-term interventions. We need a multifaceted approach, orchestrated by those who understand our history and the potential of our future.

Herbert J. Grover
State Superintendent of Public Instruction

Acknowledgments

This resource and planning guide about Wisconsin's Children At Risk initiative is the result of extensive collaborative efforts by Department of Public Instruction staff, the Governor's office, the Wisconsin Legislature, Department of Health and Social Services staff, cooperative educational service agencies, and Wisconsin educators dedicated to serving our state's most valuable future resources—our children.

Special appreciation is extended to the many Wisconsin educators who participate in local and regional at-risk programs and agreed to share their knowledge of promising programs and practices presented in the guide. The substantial contributions of Dr. William J. Erpenbach merit special attention. He has served as a primary force in creating and sustaining Wisconsin's efforts to guarantee a quality education for all our children. Department of Public Instruction staff who also made special contributions to the publication of this guide include Kathy Addie, management information technician/typesetter; Don Davenport and Lisa Brockmeier, editors; Victoria Rettenmund, graphic designer; Neldine Nichols, photographer; and Ruth Burull and Jessica Early, proofreaders.

Introduction

Wisconsin's approach to public elementary and secondary education has always been child-centered. The state has responded to the need for programs to help keep children in school through high school graduation despite circumstances and conditions that may impede their progress and place them at risk of dropping out.

The concept of "at-riskedness" is broad and complex. Many factors place a student at risk in the educational setting and may be emotional, social, psychological, physical, and academic in nature. (Charles Stewart Mott Foundation, 1986; Council of Chief State School Officers [CCSSO], 1987; Graham, PA, 1988; National School Boards Association, 1988)

To effectively respond to the needs of these youths, we must shape our attitudes around the following assumptions:

- All children can learn.
- We know how to teach children at risk.
- What we teach must be challenging.
- We must produce. Outcomes count. (CCSSO, 1988)

We must accept the responsibility for guaranteeing our youths' success in school. In most cases, this means working within the school system *and* working with community resources, families, business, and advocacy groups. We must plan, develop, implement, and manage a coordinated system of services to reduce the "at-riskedness" of our youths.

The problem of children at risk is a national crisis requiring local solutions. The Department of Public Instruction believes that the most effective way to resolve the problems of youths at risk is through locally-crafted strategies that adhere to the principles and practices advocated by state and national leaders. The DPI is prepared to provide school districts with the expertise and technical assistance to develop strategies most responsive to local needs. Programs such as Children At Risk, School Age-Parents, Alcohol and Other Drug Abuse Prevention, Youth Suicide Prevention, Child Physical/Sexual Abuse Prevention, Educational Outreach for Children of Homeless Parents and Individuals, Education for Employment, Wisconsin Educational Opportunities, and Minority Precollege Scholarship programs are all key pieces of school success and dropout prevention initiatives sponsored recently by the DPI.

Each of Wisconsin's 428 school districts is required by statute to develop a local plan and program for serving its children at risk as defined in s. 118.153, Wisconsin Statutes. The concept of "local solutions for local needs" is stressed throughout the initiatives supported by the department. Each community needs to understand the nature of its problem, examine existing resources, and develop an action plan directed at local unmet needs. Each community and school district needs to adapt a long-range plan for working with its more disadvantaged students.

The purpose of this guide is to help you develop, manage, and implement practices and programs that have proven to be successful with children at risk. It contains the statutes and standards which direct Children At Risk programming in Wisconsin, program models, elements of successful programs, technical information about requirements and mandates, and steps that will help you design and implement effective programs. The guide also identifies the links among various human service providers which have been found to effectively serve the needs of children at risk.

Overview 1

Need for Children At Risk Programs

Because school success is key in developing future career opportunities, economic independence, and well-being, keeping children in school through graduation should be a priority of every school system.

Many factors can jeopardize a child's ability to succeed in school. These include poverty, teen parenthood, homelessness, low self-esteem, drug or alcohol abuse, poor health or nutrition, deficiency in the English language, inadequate opportunities for success in school, loss of hope for the future, and the lack of life goals.

The students who will graduate in the 21st century have already enrolled in school. Many of these children arrive in classrooms in an "at-risk" condition. For example

- one in four is poor.
- one in five is at risk of becoming a teen parent.
- one in five is educationally disadvantaged.
- one in six has no health insurance.
- one in seven is at risk of dropping out of school. (Children's Defense Fund, 1989)

Although these are national figures, their impact is also evident in Wisconsin. (Children's Defense Fund, 1987)

- An estimated 170,000 Wisconsin children live in families with incomes below the poverty line. They represent one in eight of all children in the state.
- Fifty-nine thousand children under age five, or one in six in this age group, live in poor families.
- An estimated 41.4 percent of Wisconsin's black children live in poverty; 31.7 percent of all Wisconsin's Hispanic children are poor.
- In Wisconsin, one in eight children (11.8 percent) live in a family headed by a single mother.
- In 1984, 73,187 babies were born in Wisconsin; 10.1 percent were born to teenagers. Children born to teenage parents are particularly vulnerable to poverty. A teen mother's lifetime earning is half that of a woman who has her first child at age 20 or later.
- The number of child abuse reports in Wisconsin increased by 186.9 percent between 1981 and 1985.
- Children 16 years old and younger account for almost 20 percent of the nation's homeless; there are nearly a half million homeless children in this country. It is estimated that less than half of those children attend school. In Wisconsin, there could be as many as 39,000 homeless children, including those who are reported as runaways.
- Fifty-three percent of the sixth graders in Wisconsin have used alcohol. The use of alcohol rose to 94 percent of the student body in the twelfth grade. (Wisconsin Department of Public Instruction, 1989)

- The birth rate among adolescents age 17 and younger is increasing in Wisconsin. Only 12.3 percent of those adolescents were married. Eleven percent of the births were the mother's second live birth. (Health Data Review, 1989)
- Seventy-two hundred teens were sanctioned through the Learnfare Program in 1988-89. Part of Wisconsin's welfare reform package, Learnfare requires teenagers from families receiving Aid to Families with Dependent Children (AFDC) who have not graduated from high school or earned a high school equivalency diploma to attend school regularly or face reduction in their monthly AFDC benefit. Fifty-three percent of Learnfare sanctions were for poor monthly attendance; 20 percent were dropouts; 12 percent failed to provide information on school attendance; and 15 percent were sanctioned for a combination of reasons.

Evidence shows that education can make a difference in income for individuals and their families. For example, a young woman who drops out of school between the tenth and twelfth grades is many times more likely to receive welfare than a young woman who leaves high school with a diploma and at least a C+ average. (Hispanic Policy Development Project, 1986)

U.S. Median Earnings by Educational Level

Year Round Full Time Median Earning—1984	Ages 16-24	Ages 25-64
Median earnings	$11,537	$20,752
Less than 4 years of high school	9,551	14,776
4 years of high school	11,331	18,350
1-3 years of college	11,897	21,079
4 years of more of college	16,470	27,777

Wisconsin Schooling and Income from the 1980 Census of Population (1986 Monthly Labor Review)

Number of Years of School	Male	Female
0-7	$ 5,997	$3,519
8 years	8,833	3,764
9-11 years	10,554	4,218
12 years	14,497	6,784
3 years postsecondary	13,454	5,492
4 years postsecondary	18,056	8,352

There are other ways to define the consequences of dropping out of school on an individual's income. (Technical Assistance for Special Populations Program, 1989.) For example

- only one in six jobs is suitable for a high school dropout.
- dropouts are 2.5 times as likely to be unemployed as their peers who graduated.
- the military, formerly an employer of dropouts, no longer accepts individuals without high school diplomas because of increased training costs and the complexity of its equipment.

According to the William T. Grant Foundation's Commission on Work, Family, and Citizenship (1988), only 55 percent of all dropouts under age 20 were employed. Of these, only one in five was able to work full time. Only 31 percent of all male dropouts under age 20 were employed full time, down from slightly more than half in 1968. Among comparable females, only one in seven dropouts held full time jobs. The cost of remediation, welfare, lost earnings, and lost taxes for these people is staggering: $41 billion spent on welfare programs.

The job outlook for high school dropouts is generally dismal. Of those who dropped out in 1985-86, fewer than one half were employed. Many unemployed were seeking work, but an even larger number were neither employed nor looking for work.

The magnitude of the problem strongly indicates that more resources are needed to serve children nationally, as are new ways to deliver educational services to disadvantaged children in Wisconsin.

If schools are to achieve greater educational excellence, they must go beyond current approaches to reform such as upgrading academic standards, providing better teacher salaries, and enriching curricula through educational technology. School districts, building administrators, and classroom teachers must improve their capabilities to instruct students who demonstrate little or no interest in achieving in school, who are truant, or who leave school prior to graduation. These are children at risk. Schools must provide programs to better meet the needs of these children, and must then assist them in coping with all the factors which prohibit school attendance and achievement.

Wisconsin was among the nation's first states to enact Children At Risk legislation intended to keep students in school through graduation. Since that legislation took effect, the state's public school dropout rate has continued to decline. Wisconsin's efforts to keep students in school are beginning to produce results, but much needs to be done to reach the state's goal of a 100 percent graduation rate by the year 2000.

Unless government, education, human services, business, and industry groups begin to address the school dropout problem cooperatively, the state's economic and social climate will suffer. Promoting a school-community resource network to meet the needs of children at risk will not only contribute to the well-being of youths, but to the state's social and economic stability as well.

What Puts Children At Risk?

"Children at risk" is a term widely used to describe children victimized by a variety of health, social, educational, and economic factors. Many children affected by these problems attend public schools where they are expected to be attentive, complete assignments, learn in a classroom setting, earn credits needed for high school graduation and, eventually, enter the world of work. Some succeed despite great odds, but many others need assistance in overcoming these learning barriers. (CCSSO, 1988; Joyner, 1989; Levin, 1988; Massachusetts Advocacy Center and the Center for Early Adolescence, 1988; National School Boards Association, 1989; Wehlage, Rutter, Smith, Lesko, and Fernandez, 1989)

According to the American Association of School Administrators (1989), five major factors put students at risk.

1. **Poverty:**
- inadequate food, poor nutrition, and consequent dearth of energy for study and school work
- damage to dignity and self-esteem when impoverished students compare themselves with others
- alienation from main body of students based on economic lines
- inadequate home facilities for study and homework

2. **Ethnic/Racial Origins:**
- deficiency in English language
- deviation in habits, customs, language, and behavior from main body of students and middle class norms
- excessive punishment (detention, suspension, expulsion) brought about by differences in behavior of minority students
- home backgrounds characterized by poverty, single parents, and low value placed on schooling

3. **School and Schooling:**
- course offerings inappropriate for students of low academic achievement
- instructional materials unsuited for students; teaching styles ineffective with students
- traditional emphasis on memorization, recitation, and unsuitable verbalism
- excessive testing and faulty interpretation of test results, especially for minority students

- demands for higher graduation standards without accompanying provisions for remedial and tutoring services
- lack of adequate counseling for students at risk
- inadequate school services, including mental health, social services, and health services
- disproportionate application of detention, suspension, and expulsion for students
- inadequate opportunities for extracurricular activities to meet the needs of students who work
- repeated failure in school leading to increased rates of failure and alienation
- lag of one or more years in age and grade level in basic skills and academic achievement
- school climate hostile to students who do not "fit the norm"
- teacher insensitivity to cultural and social differences among students
- rejection of low academic achievers by more able peers
- failure of students at risk to find meaningful experiences in school

4. **Home and Family:**
- divorce and its effect on children and youth
- student anxiety, withdrawal, and depression caused by family quarrels, dissension, and eventual home break up
- trauma due to death or other family catastrophe
- parental apathy for children
- parental child neglect and child abuse
- parents' own history of dropping out of school
- frequent change of residence leading to changes in school enrollment
- negative attitude of parents toward education, schools, and teachers
- parental over-reliance on television to "entertain" children
- lack of orderliness and discipline at home leading to student tardiness, absenteeism, and truancy
- parental employment schedules leading to "latchkey kids"
- lack of cultural resources at home—books, magazines, pictures, and music
- drug and alcohol abuse by parents
- poor role models in home or no male or female role model in home

5. **Students Themselves:**
- low self-esteem
- poor emotional health
- lack of life goals and inability to see life options
- lack or loss of hope for the future
- no self-discipline
- peer pressure
- drug or alcohol abuse
- premature sexual activity
- alienation from other students, teachers, family, and self

Gender Equity and Students At Risk

Equity in schools is essential for true educational excellence. Support for implementing equity as a critical component of a Children At Risk program comes from the legislature, business and industry leaders, community organizations, parents, and the school districts themselves.

S. 118.13, Wisconsin Statutes, bans pupil discrimination in any curricular, extracurricular, pupil services, recreational, or other program or activity on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

The goals of gender equity are
- to protect students' rights to an equal education free of discrimination on the basis of sex, marital, and/or parental status;
- to help students free themselves from limiting, rigid sex-role stereotypes and sex bias;
- to assist students to explore and participate in a broader range of educational programs and activities leading to higher paying or more satisfying careers;
- to help students understand, think about, and prepare for a future characterized by change, especially in male and female roles, relationships, and in careers; and
- to educate students about personal and social problems that have been caused by rapid

social and economic changes, by traditional socialization of males and females, or which affect girls and women disproportionately.

Educators must consider these equity goals as they think about the needs of at-risk students, particularly teen parents, and when designing and implementing programs to assist them to complete school, acquire marketable skills, and become self-sufficient. Equity connections can be applied at all levels of program design, implementation, and evaluation.

Because of the many reasons students drop out of school, the individual needs of the student, and the unique factors influencing the local school and community, no one single program is appropriate for all schools, students, or communities. Each school district must devise its own comprehensive K-12 at-risk plan. However, the design should include certain recommended components common to successful programs (see page 14). Crucial to planning is the need for flexibility to allow the local school and community to choose and adapt a plan to meet their specific needs. This comprehensive approach should be multidimensional and offer a variety of services that can be tailored to the unique characteristics of a school and community. It must be both preventive and therapeutic in nature. While the department's suggested strategies are school-based, it stresses the importance of both in-school and out-of-school cooperation to encourage students to remain in school and to support these youths in their efforts. To effectively encourage and help students stay in school, a comprehensive program must

- center on the students;
- serve all students;
- offer a comprehensive scope of services;
- coordinate resources and personnel (both in-school and out-of-school);
- be able to be translated or transported to various school settings and school populations; and
- incorporate feedback and evaluation information into the system for improvement.

(Vocational Studies Center, 1979)

History of the Wisconsin Children At Risk Initiative

On July 18, 1985, the Wisconsin State Legislature, through 1985 Wisconsin Act 29, created s. 118.153, Wisconsin Statutes, the Children At Risk Statute, one of the first pieces of state legislation in the nation to speak directly to the needs of students considered likely to be dropouts. Under the statute, "children at risk" were defined as students who are one or more years behind their age or grade-level group in mathematics or reading skill levels, or in the number of credits attained, and who are or have been any of the following: a school dropout; absent from school for all or part of 20 school days or more during the previous 175 school days without excuses considered acceptable by the school district; adjudicated delinquent; or a parent. The statute requires that every school board annually identify such children in the district and develop a plan to meet their needs.

In these plans, school boards are required to set procedures for identifying at-risk students and detailing how plans will address needs through curriculum modifications, alternative programs, remedial instruction, parental involvement, pupil support services, and education for employment programs.

School districts with 50 or more dropouts or a high school dropout rate above five percent during the previous school year are required to have their plans approved by the state superintendent and to submit an annual report detailing attendance, retention, and graduation rates for students in their at-risk programs, the percentage of those students receiving academic credit during the school year, and the percentage of students demonstrating at least one month's gain for each month of instruction in mathematics and reading.

This Children At Risk mandate was part of a larger comprehensive educational reform package (1985 Wisconsin Act 29) designed to place the responsibility on school districts for improving the quality of education for all students. To help ensure that these responsibilities are met, the state superintendent, as directed under the

act, may withhold up to 25 percent of state aid from any district that fails to comply with these standards.

The original at-risk initiative submitted by the state superintendent to the governor in 1984 was a more comprehensive package than that which emerged at the end of the budget process in 1985. The emphasis on the legislation that emerged was more on intervention than prevention, and efforts were directed toward older students who were on the verge of dropping out or who had already left school. The definition of at-risk students became precisely drawn.

Although the broader definition of children at risk, which would lay a foundation for program interventions at lower grade levels, was not adopted, department staff were able to convince legislators of the need for other related programs that would address younger students. They were eventually able to secure state aid support for half-day kindergarten programs for four-year-olds as well as state aid support for full-day kindergarten programs for five-year-olds. Also, legislation was approved that created an early intervention program called P-5, which was targeted at preschool through elementary school children in Milwaukee, Kenosha, and Beloit.

Despite the limited focus of this new landmark legislation, one important concept survived: Every Wisconsin school was required to develop a comprehensive plan to serve the needs of children at risk. This was the fundamental message of Wisconsin's original Children At Risk Statute.

Designed as a specific provision within 1985 Wisconsin Act 29, the Children At Risk initiative sought to address what state officials believed was a dramatic rise in the numbers of students at risk over the preceding ten years. The Children At Risk Statute was not the only piece of legislation or program designed with the needs of students at risk in mind. Other initiatives between 1985 and 1989 addressed some specific symptoms and problems of these children.

Education for Employment: Every Wisconsin school district must prepare a plan for delivery of the following in the K-12 curriculum: application of basic skills, career exploration and planning, employability skills and attitudes, business-education partnerships, school-supervised work experience, practical economics, and vocational education.

School-Age Parent Program: Every school-age parent in the state of Wisconsin has the right to an education until he or she graduates from high school or reaches the age of 21. A school may establish a separate program to provide services if it desires. The goal of this program is to provide the support students need to graduate from high school, to provide education in vocational education and parenting, and to discourage subsequent pregnancies.

Learnfare: Learnfare is part of Wisconsin's welfare reform package that requires AFDC teenagers who have not graduated from high school or earned a high school equivalency diploma to attend school regularly or face a reduction in their monthly AFDC benefits.

Youth Suicide Prevention: All school districts must have a youth suicide prevention curriculum in which students learn how to make sound decisions, identify the signs and causes of suicide, understand the influence of alcohol and other drugs on suicide, and identify available community resources.

Alcohol and Other Drug Abuse Education (AODA): Many of the problems children at risk face are directly related to AODA issues. School districts receive entitlement funds from the federal Drug Free Schools and Communities Act to establish comprehensive K-12 AODA programs. State funds are also available on a competitive basis to provide increased AODA programming in the classroom after school hours through support services and partnerships with community resources such as law enforcement or mental health agencies.

AODA training for school staff and others, the establishment of Student Assistance Programs (SAP), the use of peer-to-peer counseling, and mentoring programs are all areas that pro-

vide useful programs and practices to assist children at risk.

Compulsory School Attendance and Truancy Prevention: The primary provision of this legislation (which was passed in 1981) required school attendance through high school graduation or to age 18. In so doing, it eliminated the option to waive attendance for 16- and 17-year-olds. At the same time the Compulsory Attendance statute was revised (1987), Wisconsin's laws on truancy prevention and enforcement underwent substantial revision. The act created a uniform definition of "habitual truant" for purposes of the law, required every school board to convene a local truancy committee and develop a truancy plan for responding to the problems of truant students, changed current requirements for notifying parents, and authorized counties, cities, villages, and towns to enhance ordinances prohibiting truancy.

As noted above, 1987 was the year the legislature revised the compulsory attendance and truancy laws in order to approach the children at risk problem from another direction. These legislative actions were aimed at the belief that if children do not attend school, they will never graduate.

By so doing, the legislation put the power of the law behind this notion. It eliminated the option to waive enrollment in school for 16- and 17-year-olds through the Compulsory Attendance Law. This approach to truancy strengthened the law and forced local communities to confront the problem and create a system for working with locally-devised solutions. This placed the emphasis on community and family collaboration to enforce the importance of attending school. Local truancy plans need to include methods for changing current requirements for notifying the parent or guardian of unexcused absences of habitual truants; authorize counties, cities, villages, and towns to enact ordinances prohibiting habitual truancy; create a new crime of "contributing to the truancy of a child"; and allow counties to enact and enforce ordinances prohibiting the conduct described as criminal. The act also authorized fines for violating these ordinances. This truancy plan was adopted by each school board by September 1, 1989.

The Children At Risk initiative provided the state with a framework to coordinate these independently-operated programs that affect different at-risk populations. The Children At Risk Statute serves as the umbrella under which Wisconsin schools and school districts use these other initiatives.

Prior to the 1989-91 session of the legislature, the state superintendent submitted proposed modifications to the statutory provisions regarding children at risk. The modifications that were subsequently approved

- expand the definition of "children at risk" to include specifically children in grades 5-8 who are two or more years behind in basic skill levels in mathematics and/or reading, or who are one or more years behind in basic skill levels and have been absent for more than ten percent of the required number of hours of direct pupil instruction in any school semester whether such absences are excused or unexcused.
- require that a school district include, as part of its annual Children At Risk plan, a list of all community support services available to children at risk and a description of how the services will be coordinated to meet those children's needs. Furthermore, they require that the annual plan provide for parent-teacher conferences for parents of children at risk.
- modify the current performance criteria for state aid eligibility related to improvements in reading and mathematics performance by basing the measurement on significant improvements over the course of a semester rather than on a basis of one month's gain for each month of instruction.
- change the statutory description of pupil truancy as it relates to the definition of children at risk in grades 9-12 to specify that this provision applies to all pupils who have been absent for more than 15 percent of the required number of hours of direct pupil instruction in any school semester whether such absences are excused or unexcused. In effect, this affects all students in Wisconsin's schools.

- allow school districts with an annual high school dropout rate greater than 2.5 percent but less than 5.0 percent to submit Children At Risk plans to the state superintendent for approval beginning in 1989-90 and thereby become eligible for Children At Risk aid.
- provide that the eligibility criteria for children at risk aid for programs serving pupils in grades 5-6 would be (a) at least 90 percent average daily attendance rate; (b) at least 80 percent of pupils demonstrate significant academic progress; and (c) at least 70 percent of the pupils' parents participate in parental involvement activities established by the school board.

What the Law Now Requires

The 1989-91 biennial budget bill (1989 Wisconsin Act 31) included several amendments to the state's Children At Risk Statute (s. 118.153, Stats., see Appendix A). These amendments were effective for the 1989-90 school year. The key changes are as follows:

- Definition of children at risk: The original definition has been reformatted and amended, dropping truancy in favor of absenteeism whether excused or unexcused. The definition has also been expanded to target certain pupils in grades 5-8. (s. 118.153(a).)
- Plan and program requirements: The provisions for parental involvement and community support services to serve children at risk have been clarified and expanded. Community support services used to serve children at risk must be specified. A description of how these services will be used, coordinated, and provided must be detailed. Provisions must also be made for parent-teacher conferences. A description of how parental involvement will be used to meet the needs of the children at risk must be included. (s. 118.153(2)(a) 2 and 3.)
- Voluntary submittal of plans and qualification of additional state aids: There is no change with respect to school districts which will be required to submit their plans to the state superintendent for review and approval. These districts will continue to qualify for additional state aid if certain performance criteria are met, although these criteria have also been amended. (see 4 below). The amendments provide that districts with a high school dropout rate greater than 2.5 percent but less than 5 percent may voluntarily submit their plans and similarly qualify for the additional state aid. (s.118.153(2)(b) 2.)
- Fifth and sixth grade pupil performance requirements: The state superintendent may not provide additional aid to a school district for a Children At Risk program serving pupils in grades five or six unless that program met all of the following requirements in the previous school year:
  - The average attendance rate for the pupils enrolled in the program was at least 90 percent.
  - At least 80 percent of the pupils enrolled in the program demonstrated significant academic progress.
  - At least 70 percent of the parents or guardians of the pupils enrolled in the program participated in parent involvement activities established by the school board.

Implementation of these changes necessitated comparable changes in the accompanying administrative rules (PI 25). These rules are included in Appendix A.

1989 Wisconsin Act 31 also created a learning assistance program. Under this program, $1 million is available for the 1990-91 school year to assist school districts for programs to

- coordinate educational, health and social services for pupils and their families;
- integrate early childhood education and child care; and
- develop, implement, or enhance programs for gifted and talented pupils.

An additional sum of money is also available for school districts that fit certain requirements to provide services to limited-English speaking pupils from Indo-Chinese language groups.

Building a Resource Network for Children At Risk

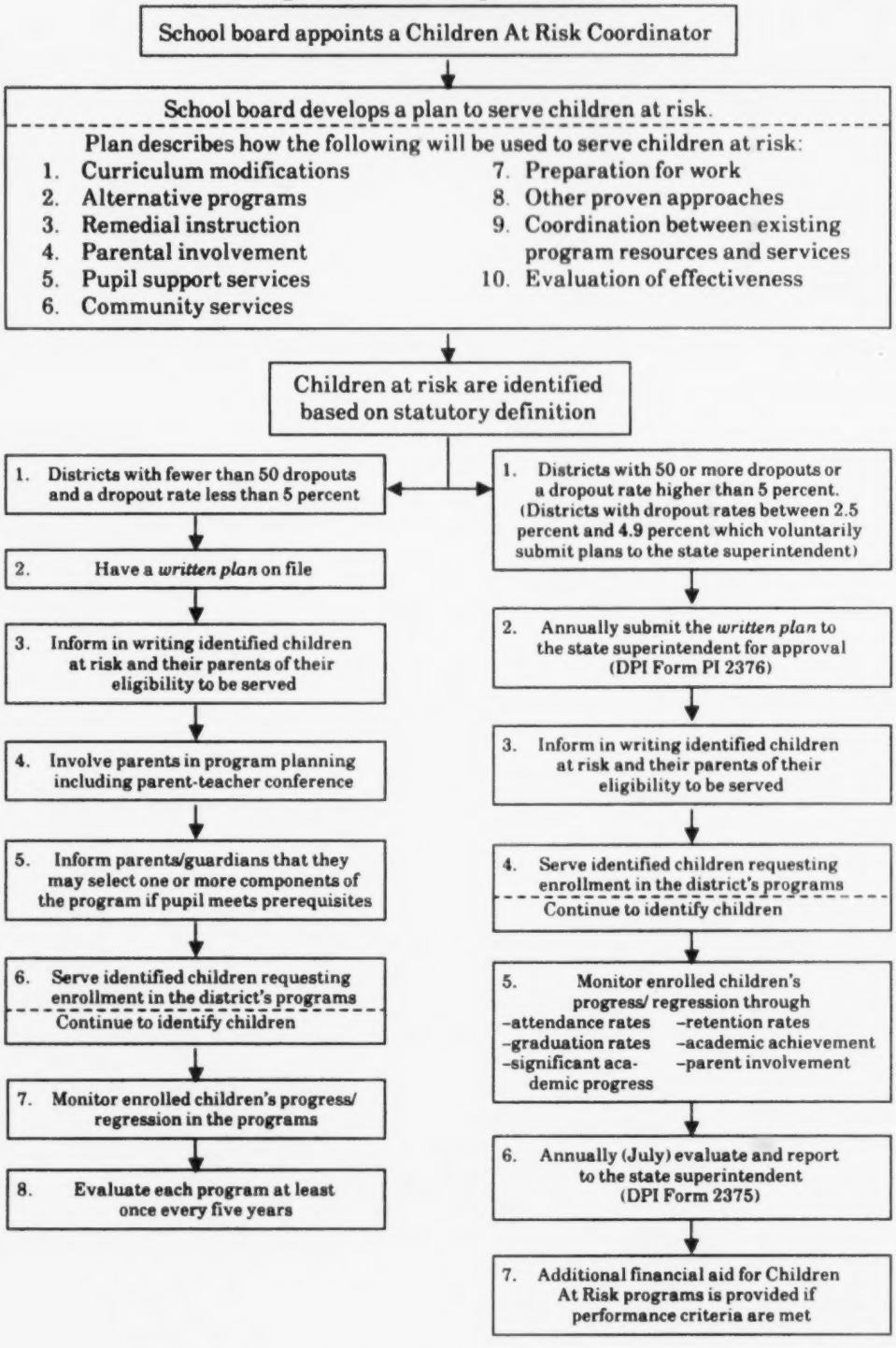
As noted, the Children At Risk Statute (s. 118.153, Stats.) requires that school boards serve as the primary managers of school-community programs serving children at risk. The modifications made to the statute during the 1989 legislative session further expand and clarify the provisions for parental involvement and community support in plan development and operation. This means a school district plan for working with children at risk must detail the resources in the community, how those resources will be used to serve children at risk, and how coordination will be provided between agencies. In addition, the department recommends that each school district appoint an advisory committee involving staff from identified community resources to review and advise the school board on the design, implementation, management, and evaluation of their Children At Risk plan.

Each plan must also contain a provision for parent-teacher conferences and a description of how parental involvement will be used to meet the needs of the children at risk.

Conceptualizing the Children at Risk Resource Network

The umbrella graphic below and the children at risk board game (page 11) illustrate the network building process critical to effective programming for children at risk.

Children At Risk
Legislative Requirements


School board appoints a Children At Risk Coordinator
School board develops a plan to serve children at risk.
Plan describes how the following will be used to serve children at risk:
1. Curriculum modifications
2. Alternative programs
3. Remedial instruction
4. Parental involvement
5. Pupil support services
6. Community services
7. Preparation for work
8. Other proven approaches
9. Coordination between existing program resources and services
10. Evaluation of effectiveness
Children at risk are identified based on statutory definition
1. Districts with fewer than 50 dropouts and a dropout rate less than 5 percent
2. Have a written plan on file
3. Inform in writing identified children at risk and their parents of their eligibility to be served
4. Involve parents in program planning including parent-teacher conference
5. Inform parents/guardians that they may select one or more components of the program if pupil meets prerequisites
6. Serve identified children requesting enrollment in the district's programs
Continue to identify children
7. Monitor enrolled children's progress/ regression in the programs
8. Evaluate each program at least once every five years
1. Districts with 50 or more dropouts or a dropout rate higher than 5 percent. (Districts with dropout rates between 2.5 percent and 4.9 percent which voluntarily submit plans to the state superintendent)
2. Annually submit the written plan to the state superintendent for approval (DPI Form PI 2376)
3. Inform in writing identified children at risk and their parents of their eligibility to be served
4. Serve identified children requesting enrollment in the district's programs
Continue to identify children
5. Monitor enrolled children's progress/ regression through
-attendance rates
-graduation rates
-significant academic progress
-retention rates
-academic achievement
-parent involvement
6. Annually (July) evaluate and report to the state superintendent (DPI Form 2375)
7. Additional financial aid for Children At Risk programs is provided if performance criteria are met

START HERE

The Children At Risk law & administrative rules

- are they available and understood by the players?

School board appoints a staff person to be Children At Risk coordinator

Check on availability of resources in the *district*

- staff
- time
- money

Media blitz

- let community know about the children at risk program effort
- let community know dropping out is not an alternative

School board authorizes and establishes a school/community Children At Risk council to *shape policy and monitor* programs

- who are our children at risk?
- where are our community resources?
- who are community leaders?
- how will we fill the gaps?

Media blitz

- teachers, parents, kids
- enlist community support in new initiatives
- continue to provide information on success and needs

Council owns CAR policy-making and implementation responsibilities

- council set school/community short & long range goals for children at risk program

Council determines children at risk issues in the community

- assess the children at risk situation
- strategize on how to fill the gaps

Council determines causes placing children at risk of school failure

- family
- economic
- health
- legal
- social
- school
- business

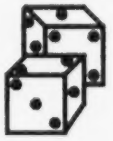
BOARD GAME

WINNING THE CHILDREN AT RISK SERVICE GAME

This game is for school, community, business, family, industry leaders who care to invest in the quality of life and the social, educational, and economic future of their local community. Playing the game requires players to "take risks." It is not recommended for the timid or faint of heart. If played by the rules, all participants become winners.

BONUS CARDS

- money
- parent support
- teacher recognition
- school support
- education/community grants
- community pride
- school spirit



"MISS-A-STEP" SETBACK CARDS

- confusion
- lethargy
- frustration
- community apathy
- lack of school spirit
- youth boredom

You and your community win!!!!

- fewer dropouts
- better attendance
- less crime
- happy providers
- improved community image

Media blitz: successes/failures of the network

- good news
- bad news
- identify school/community heros
- pupil awards

Council monitors CAR progress through the network

- personnel success
- school attendance
- school achievement
- family success
- provider benefits
- community response

Council lists actual/potential resources to address causes

- home
- business
- industry
- youth clubs
- social agencies
- civic groups
- school
- churches
- senior citizens
- chamber of commerce
- service clubs
- law enforcement
- hobby clubs

Media blitz

- everyone has a job
- our kids are worth the investment
- our community can win

Strategies to link resources

- have a plan
- invite rather than demand
- specify involvement
- publicize benefits to providers

Inservice/ information: here's how it can work

- parents
- teachers/school staff
- community providers

Council and providers establish the resource network: building the umbrella

- identify children/families who have needs
- procedures to link needy with network resources
- set provider responsibilities

Reality check

- time
- staff
- money
- timely

Media blitz

- unveil the network for public use
- compliment providers
- advertise the network
- celebrate success

School districts play a major role in the development, operation, and maintenance of the resource network for children at risk. Some educators may question the need for coordination and networking, but research has shown that the problem of children at risk is a "national crisis requiring community-wide solutions." All citizens need to understand the nature of their local problem, examine existing resources, and develop an action plan directed at meeting local needs. (Business Advisory Commission, 1985; U.S. Department of Education, undated; U.S. Department of Labor, 1988)

The task of resolving the problem with local resources can complicate the best intended plans. Inadequate information should not tempt school districts to fall back on national stereotypes to design local at-risk programs. Educators who attempt to reduce school dropout rates on the basis of national data or data from other communities may fail if their solutions are not tailored to local needs. (Vocational Studies Center, 1979)

For example, one solution commonly proposed to solve a school dropout problem is to provide basic skills programs to remediate learning deficiencies. If the dropouts in a school district typically score above the average range on standardized tests, this type of programming will not improve the plight of children at risk in the community. In fact, the National Center for Education Statistics (1989) found that the students who do drop out of school rarely fit stereotypes of students at risk. They found that, within the group of students who dropped out of the 1980 sophomore class across the nation,

- 66 percent were white,
- 86 percent had an English-language home background,
- 68 percent came from two-parent families,
- 42 percent attended suburban high schools,
- 80 percent had neither children nor spouse, and
- 71 percent had never repeated a grade.

In a more recent report, the National Center for Education Statistics (1989) stated that despite the popular impression that school dropout rates have been rising, they have been declining for both blacks and whites. The rates for Hispanics have not declined.

- Dropout rates are higher for blacks and Hispanics than for whites. However, the majority of dropouts are white. White students accounted for 66 percent of all dropouts in 1988.
- Dropout rates for males tend to be slightly higher than those for females (13.5 percent and 12.2 percent, respectively).
- Dropout rates are higher for students from low socioeconomic backgrounds, from single-parent families, and from non-English language family backgrounds.
- When blacks and whites from similar social backgrounds are compared, the dropout rates for blacks are not higher and in some cases may be lower than those for whites.
- Dropout rates are higher in central cities than in suburbs and nonmetropolitan areas.

This means that dropouts and students at risk of dropping out are not a homogeneous group and programs should be designed to respond to the variety of needs presented by these children.

This is an important issue because all communities have limited resources. In order to be effective, solutions must be appropriately directed. The dropout problem is not simple and generic, but complex and highly specific. An at-risk program should not be based on someone else's problem. Every district should determine the extent of its problem locally, then act to solve it.

Although guidance and technical assistance are provided to local school districts by the Department of Public Instruction, the local communities, led by the school district, are responsible for mobilizing their resources around the issue of children at risk. To accomplish this task, each school district should plan to

- inform the public about existing initiatives and programs that are helping to meet the needs of children and families at risk.
- identify needs that are not being met in the community.
- use expert opinions provided by state and national leaders to develop new solutions to unmet needs. The focus should be on mobilizing existing resources after identifying over-

laps, unmet needs, and strategies to solve the identified problems.
- recognize key players in the local community.
- develop and implement a plan of action.

These steps should serve to raise the public's consciousness about who these children are and are not, eliminate stereotypes, and illustrate how the fate of each child potentially affects the future of every citizen in the community. Through this process, children at risk become a personal concern for the local community, with proposed solutions tailored to meet unique local needs.

How Do Schools Address Dropout Prevention?

Nationwide, school districts are using a variety of approaches to reduce dropout rates. The underlying theme of many programs is to let students experience success and improve their own self-images. This frequently involves helping students set short-term, attainable goals. The types of programs and activities identified by districts include the following:

- remedial classes and basic skills classes
- reading programs
- tutoring programs
- motivational development activities
- school-supervised work experience activities
- on-the-job training
- counseling activities
- parent involvement
- self-awareness classes
- school-age parent programs
- career education activities
- vocational/occupational education activities and classes
- evening or weekend classes

Generally, educators say the needs of students at risk, along with truancy and absenteeism, are complex problems that defy easy solutions. The conclusion is that there is no single answer or easy solution for removing the barriers faced by children at risk.

Evaluating Children At Risk Programs

Evaluation is an essential part of program development, and Children At Risk programs are no exception. Evaluation is a decision-making tool which is the cornerstone of program improvement. The activity of collecting data will not, in itself, improve a program, but it will permit decision-makers to respond with informed and knowledgeable decisions.

Types of Evaluation

Evaluation is a process that can yield useful information at each step in the development of a Children At Risk program, from needs assessment and planning to attainment of program objectives. One popular model, Stufflebeam's CIPP evaluation model (Phi Delta Kappa National Study Committee on Evaluation, 1971), delineates four types of evaluation: context, input, process, and product.

Context evaluation provides information on problems and unmet needs, which can be used in formulating goals and objectives. This information may be obtained from a variety of sources including tests, attitude scales, observations, literature reviews, and surveys of perceived needs.

Input evaluation provides information that will help identify the best strategies for meeting goals and objectives. Alternative procedures, materials, facilities, schedules, personnel requirements, and budgets are assessed. During this stage, the appropriateness of process and product evaluation designs is also studied.

Process evaluation provides feedback to practitioners on how, and to what extent, planned strategies and procedures are being implemented. The data provided by surveys, logs, and other records help school personnel monitor project activities so necessary adjustments can be made. The record of implementation that process evaluation yields is also valuable in specify-

ing the strategies that produce any outcomes revealed by product evaluation. Process evaluation usually receives heavier emphasis during earlier stages of implementation.

Product evaluation provides information regarding project results and outcomes including information on the extent to which objects are attained and individuals are affected. Product evaluations are often conducted simultaneously with process evaluations, but receive heavier emphasis after planned strategies have been fully implemented. The information obtained from a product evaluation, when combined with process evaluation data, can serve as valuable feedback for decisions regarding the continuation, modification, or termination of dropout prevention strategies.

Many facets of Children At Risk programming can be evaluated. Components and outcomes of Children At Risk programs that have been evaluated by Wisconsin educators include

- changes in students' behavior, knowledge, and attitudes
- school and project staff
- out-of-school personnel
- advisory committees
- administrative personnel
- parents
- employers
- instructional and guidance activities
- facilities such as equipment and buildings
- supplies and materials

The best method to use is the one that most closely fits the purpose and which yields the information needed by decision-makers. Eight information collection strategies that have been used in Wisconsin school at-risk programs are anecdotal records, case studies, interviews, observations, questionnaires, rating scales, test results, and cumulative files and records. Some indicators of success are measured by

- reduced dropout rate
- improved attendance, truancy and punctuality
- successful completion of tasks
- improved grades in classwork
- mastery of knowledge and skill
- reduced discipline, behavior, vandalism, criminal, and justice problems
- improved attitudes of staff toward program and students
- improved attitudes of students toward program, teachers, school, selves, future, abilities, and increased self-confidence
- improved perceptions by teachers, counselors and parents toward students and program
- participation in extracurricular activities
- curriculum change and development for a variety of learning styles
- number of ninth grade students who graduate (holding power)
- number of dropouts returning to school
- number of participants in the at-risk program
- employer evaluations regarding student's ability to get along with others, cooperation, work habits, dress, and quality of work
- cost of the program

Components of Effective Children At Risk Programs

Through extensive research and experience with implementing Wisconsin's landmark Children At Risk legislation, the department has identified key components that should be included in any effective K-12 Children At Risk program. The components have evolved from an exhaustive literature review, interviews, and conversations with educators who have worked with Children At Risk programs for a number of years, and analysis of the department's experience in implementing and managing the related legislation. The intent is to define what makes a successful program for children at risk. The list is not inclusive of all successful practices, but provides direction to those who create, implement, and evaluate programs designed to serve Wisconsin's children at risk.

The following chapters contain brief descriptions of the recommended components and profiles of school districts that have effectively implemented each of the 13 components. The

reader will note that the school districts/buildings described have not limited the scope of their programming to that particular component, but incorporate many of the components in their comprehensive programming. For the purposes of this guide, however, the descriptions have been limited to focus on the components under discussion. The school districts described were chosen as examples of how a component can be implemented. The department acknowledges that many districts other than those described are also doing an excellent job with children at risk.

Although it is not reasonable to expect all components to be fully implemented when a Children At Risk program is first put into place, a school district should include all the components in its long-term plans. Some school districts can do this by using existing resources, while others will need to develop new resources so each component will be part of their efforts to help every student succeed in school.

The 13 recommended components are as follows:

1. Base all Children At Risk policies and programs on the premise that all children can succeed.
2. Provide a safe and orderly environment by setting high standards for discipline and attendance and enforcing them fairly and firmly.
3. Ensure that educational reforms, and in particular the Wisconsin Educational Standards, positively affect children at risk.
4. Provide a challenging academic curriculum to all students, including children at risk.
5. Use instructional strategies that meet the educational needs of children at risk.
6. Address children's needs at an early age to increase their chances for success.
7. Carefully plan parent involvement so that it meets the needs of parents, students, and school personnel.
8. Provide a multifaceted program that contains a plan of coordinated services and mobilizes all existing community resources.
9. Include in any high school-age Children At Risk program a supervised work experience component that clearly demonstrates the relationship between school and work.
10. Have a staff development plan that leads to increased understanding, sensitivity, and effectiveness in educating children at risk.
11. Include a component that helps enhance students' perceptions of their own self-worth.
12. Coordinate standards for effective and appropriate education of children at risk at the state level, endorse them at the local level, and implement them to meet specific local needs.
13. Include policies, guidelines, and programs on drug and alcohol abuse in a comprehensive Children At Risk program.

Illustrations of how these components can be implemented are drawn from successful programs in Wisconsin and the nation. These programs and resources will enhance the reader's understanding of effective Children At Risk programs and assist in developing or improving current programming in this critical area.

These programs and school districts were nominated by those educators working with Children At Risk programs as having made an effort to serve the needs of children at risk creatively. While these are not the only successful programs for children at risk, they have been instrumental in helping children who are at risk of not graduating from high school. The efforts and activities were validated by interviews with key staff members and, on occasion, by on-site visits. The information contained in the profiles was obtained by interviews with staff members in each school district.

A Foundation for Children At Risk Programs 2

Overview

Recommendation #1: Base all Children At Risk policies and programs on the premise that all children can succeed.

Children At Risk policies and programs need to be built upon the conviction that all children can learn and that all students have the capacity to perform. (Council of Chief State School Officers [CCSSO], 1987) Many educators make this assertion, but it is critical to put these words into practice in the daily lives of students. This premise needs to become the foundation for all Children At Risk programs. The policies and programs must also be predicated on the belief that children from all backgrounds can learn if they are given the proper opportunity and encouragement. (U.S. Department of Education, undated) This means educators need to create a highly supportive learning environment where positive feelings are perpetuated and where students can continue to progress. A happy, confident student is better equipped to learn and to succeed in school.

This vision of excellence cannot stand alone as a "vision," but must be translated into practical plans. (Wehlage, et al., 1989) Putting the philosophy of success into practice means the daily experience of school must capture the attention and imagination of students. This philosophy and the plans that put it into practice must be developed and communicated to everyone associated with the school including students, parents, school staff, and the community. Schools must accept the responsibility to remove barriers encountered in educational policies by providing services, instructional strategies, and sensitive staff to serve children at risk of not succeeding in school. School boards need to commit to expenditure of staff development, extra staff and resources, and the continuous need for supporting the staff. (National School Boards Association, 1989)

Once a policy of success is in place, it is critical that a school environment be built upon that attitude. Schools need to mobilize their students, staff, and parents around a vision of the school as a place where all students can achieve. The focus must be on developing positive interactions between staff and students to generate a strong sense of loyalty and affiliation. The challenge is to build social bonds so that all students can establish ties with the adults and, at the same time, foster their engagement in school work. (Wehlage et al., 1989) This means placing people before subject matter in the curriculum and emphasizing successful experiences which integrate a variety of skills. For example, an Ohio elementary school has a sign in the school foyer that reads, "Edison has No Nobodies and Everyone is Somebody at Edison." An alternative vocational high school has a sign in the school office which reads, "Welcome to Success." These are not mere slogans, but are the attitudes

that must rule every decision that is made about students, programs, staff, and parents.

As part of this philosophy of success for all students, each school needs to set standards that revitalize the school's environment and make it orderly, safe, and academically demanding. (U.S. Office of Education, undated) The standards described in the Blueprint of Excellence in Education in Wisconsin were enacted to guarantee educational excellence for all children, but they must go hand in hand with equity. (Massachusetts Advocacy Center for Early Adolescence, 1988) Reforms must make a difference in the education of both advantaged and disadvantaged children (Patterson, 1989), and the standards and excellence movement must not place vulnerable students in even greater jeopardy of failure by raising standards without the appropriate structures to help all students benefit from those standards. A quality program that teaches students to make intelligent choices, assume responsibility, and deal openly with the challenges of life is critical. Symbols of success and public recognition need to be used to reinforce school goals, develop school pride, and reinforce students.

This premise of success should also direct the evaluation process. Evaluation should build on strengths and correct weaknesses.

In summary, a two-pronged approach is necessary to the philosophy of success for all students. Educators must help students adjust to school demands but, at the same time, schools must adjust to meet students' needs.

Existing Programs

Appleton Area School District

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Background

The Appleton Area School District originally became involved in Children At Risk programming through its participation in Alcohol and Other Drug Abuse (AODA) training. In 1980, two high school teachers attended a workshop in Minnesota and returned to establish a Student Assistance Program (SAP). These teachers planted the seeds for a new approach to working with students who displayed alcohol and drug problems, and through the program also began to look at prevention issues, inservice training of teachers and other school staff, and ways to teach AODA prevention and intervention concepts through the K-12 curriculum.

Several years after the AODA program was established districtwide, Wisconsin's Children At Risk legislation was enacted. A consultation team was formed in each school in the district to work with all student-related problems that fell under the broader Children At Risk umbrella. These included the SAP, teen parent programs, developmental guidance, social work, psychological testing, and programs and services that are available to all students. This "umbrella approach" is the unifying theme that has driven the Children At Risk initiatives in Appleton's schools.

These initiatives are designed to remove barriers to student success. The school district is in the process of formally constructing a framework through which all initiatives will serve all students in the district, including those at risk. Appleton's philosophy underlying its comprehensive approach to Children At Risk programming follows:

> "In the Appleton Area School District, we believe that all children can learn. We also believe that all students should experience success through a cooperative effort among students, school, family, and community. Achieving success for all students means developing and implementing a program that identifies children who are likely to fail in some important way during their school years, and providing strategies to assure success for these students. The purpose of an at-risk program is to prevent various conditions or events from disrupting the natural growth and development of students by teaching coping skills, providing a supportive environment to nurture those skills,

and augmenting problem-solving when crises threaten to overwhelm students. Supporting the normal development of students reduces the risk factor of not being successful at school.

The goal of the Appleton Area School District's at-risk program is to prevent students from failing at school by eliminating school-related barriers to success and by overcoming nonschool barriers through designed strategies in programs, services, and instructional practices. These strategies will be developed within guidelines that protect students against potential labeling or blaming." (Appleton School District, 1989)

The school district's philosophy statement supports the ideas of prevention and intervention and the acceptance that both in-school and out-of-school barriers may prevent students from succeeding in school. The district has accepted the responsibility to remove those barriers by providing services, instructional strategies, and sensitive staff to serve children at risk.

The next sections will describe several ways the district implemented its philosophy and its plans for the future. The focus so far has been on developing a coordinated approach to working with children at risk, and on alcohol and other drug abuse programming.

Profile

Multifaceted and Coordinated Approach

Each building in the Appleton Area School District has a consultation team that works directly with students who are experiencing problems in the classroom. The team consists of the principal or vice principal, counselor, social worker, and teacher, and meets weekly or biweekly during the school day. The team discusses the needs and concerns of students referred by teachers and a plan is developed to meet the needs of each individual student. The team also reviews students' progress during the weekly meetings. If a plan is not effective in stemming the problem, alternative solutions are proposed. The team serves as a clearinghouse for students who exhibit symptoms that might lead to unsuccessful experiences in school.

It is important to note that teachers who refer students to the consultation team do not need to complete extensive documentation. The approach is one of discussion and strategy development rather than labeling and slotting students into programs designed to meet another student's unique needs.

Following are examples of several strategies developed as a response by the consultation team:

- At the high school level, students may be referred to the team if they have failed two or more credits. They may be assigned a staff mentor to intervene and follow their daily progress with homework, projects, and social situations.
- An active Student Assistance Program provides services to students suffering from depression, eating disorders, or related problems.
- At the elementary school level, business-school partnerships use community resources to support classroom teachers in their work with all students. This resource pool has more than 200 members whose contributions include tutoring and providing students in individual classrooms with information on the world of work. One area businessperson has offered free inservice training to staff members.
- Silver Citizen Volunteers involves the mobilization of retired citizens in the community. Staff members often need help with a variety of activities in the curriculum, in the library, and on field trips. These volunteers are called in to help with mathematics, social studies, occupational information, foreign languages, language arts, and a variety of other needs individual students may have.

Alcohol and Other Drug Abuse Program (AODA)

Prevention education is an integrated part of the K-12 curriculum for all students. The program "Here's Looking at You, 2000" is the major component of alcohol and other drug abuse

prevention instruction. Developmental guidance units at the elementary school level and topical subject units at the secondary level supplement the program.

A K-12 SAP and an Employee Assistance Program (EAP) provide intervention services for students and staff who are experiencing difficulty. District policies make assistance programs an integral part of helping people make maximum use of their educational potential. The SAP serves as an identification and referral source which is closely coordinated with guidance services and building consultation teams. Student AODA groups are co-facilitated by trained staff and include Concerned Persons Groups for those affected by another's use of chemicals, Insight Groups for those seeking a better understanding of their own relationship to chemicals, and Aftercare Groups for those returning from treatment. Other student groups are organized on an as-needed basis and have included groups concerning depression, suicide, self-esteem, eating disorders, and divorce. The confidential program uses trained volunteer staff members who communicate regularly with community AODA agencies. Participation by elementary school students requires parental permission.

A variety of extracurricular activities are offered to create "positive peer pressure" and an opportunity for alternative activities. Upper elementary grade-level students may join a PTA-sponsored Say No Club staffed by teachers and parents. The high schools have a chapter of Students Against Drunk Driving. Peer Facilitators are organized for junior and senior high school students. Junior high peers work within their own buildings; senior high students work with elementary school students in addition to their own classmates.

Ongoing parent education regarding AODA issues is accomplished through regular articles placed in the school newsletter to parents, topic-specific education night presentations, and a four-part AODA series that combines the program, "Get Involved Before Your Kids Do," with AODA information.

Involving the community and increasing awareness takes many forms including citizen participation on the AODA Advisory Council, AODA presentations to community organizations, distribution of the district's monthly AODA newsletter throughout the community, and regular media exposure. One Appleton area insurance company has recently committed resources to confront the drug and alcohol abuse problem and has hired an individual who will provide community leadership throughout the entire region. This type of corporate sponsorship is encouraging to those in the school district who have worked hard to involve the entire community in their AODA initiatives.

The Appleton Area School District's Alcohol and Other Drug Abuse Program won the 1989 Exemplary Prevention Program Award from the National Prevention Network, the U.S. Office of Substance Abuse Prevention, and the National Association of State Alcohol and Drug Abuse Directors. The AODA efforts are supported by a grant from the Department of Public Instruction. The Appleton Area School District has absorbed some of the costs in the general budget and has provided funds for training staff and administrators.

The district is actively involved in Outagamie County's Pre-Action Network, which addresses AODA issues on a countywide level, the statewide Wisconsin AODA Network, and national SAP and AODA organizations.

In the future, the AODA program will continue to train staff and administrators, attempt to involve more parents in the program, continue prevention initiatives, and work with other programs in the school and community to better meet the needs of children and families at risk.

Critical to the success of the AODA program, and all programs that reach out to children and families at risk, are the links between the program and other resources in the school and community. To remain successful, SAP and AODA programs cannot be isolated from the other initiatives designed to help children succeed in school, but must be part of the umbrella of services. This means a multifaceted team approach must drive all programs designed to support student success.

In the future, the district will move ahead with school-business partnerships so programs will come to bear more directly on the problems of students at risk of school failure. Although the dropout rate of the school district is not high when compared to other areas in the nation, the fact that students do drop out indicates that a need is not being met. One innovative strategy being considered to prevent students from dropping out is a business-mentoring partnership. Members of the business community would be selected to work with a seventh grade student identified as at-risk and mentor that student until graduation.

Verona Area School District

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Background

The Verona Area School District established its first Children At Risk program in 1986. Verona's response took into account not only the letter of the law, but the spirit of the law as well. As a result of its concern, Verona's identification procedures for its children at risk were built around the following criteria. (Reference to s. 118.153, Wisconsin Statutes, illustrates that the criteria used in the Verona Area School District are much broader than required by law and can be implemented from kindergarten through twelfth grade.) They were

- one or more years behind their age group or grade level in reading or mathematics basic skills achievement (K-8);
- three or more credits behind their age/grade level in credits earned for graduation (9-12);
- chronically truant;
- experiencing personal and/or family drug/alcohol abuse;
- experiencing family trauma such as death, divorce, violence, separation, or unemployment;
- victims of physical, sexual, and emotional abuse; and/or
- economically disadvantaged.

The school district developed the following profiles to describe traits or potential concerns that can contribute to a student being at risk. These profiles are still in use.

Elementary School
- lacks self-esteem
- is depressed
- is aggressive
- exhibits inappropriate behavior
- seeks negative approval
- is frequently absent/tardy
- is underachieving
- has attention deficit disorder
- is withdrawn
- is passive

Junior High School
- displays negativism
- displays inappropriate social interaction with other students
- has low reading skills
- does not do homework
- has trouble paying attention
- is disorganized
- is failing classes
- is disrespectful toward peers/adults
- displays avoidance of conflicts/problems
- has low self-esteem

High School
- has poor attendance record
- maintains failing grades
- displays poor behavior
- has physical/medical problems
- peer group negatively affects motivation
- lacks family support for high school graduation

When this list was first developed, only a few students were identified using these criteria. The number of students now described as at risk has grown. One reason for this is the growing diversity of students in the school district who have needs that are not being met by the

standard K-12 curriculum. Another reason for the increase is a heightened sensitivity of staff to the characteristics of students at risk in their district. More than 100 of 620 high school students are currently identified as at-risk, while 40 to 50 of 550 middle school students have been identified as at risk of failing in school.

When the Children At Risk program was first developed, one of the major components was the Employment Skills Program. This program was designed to help students who were not in special education, but who were at risk of not graduating from high school because of one or more of the six factors describing the high school student at risk. One method of motivating these students was to provide opportunities to develop work experience and job-related skills during the school year and summer months. The supervised work experience and job placements were designed to offer students credit which could be counted for graduation. The Employment Skills Program was also designed as a modified "school-within-a-school" program. In order to be assigned to this program, students had to be identified and referred to a consultation team consisting of the principal, counselor, and regular education staff. Staff members and parents usually referred students to the program, although self-referrals were often initiated. Recommendation to the program, which included the Employment Skills Program, came in the form of a building consultation team referral. Other options available to the consultation team included special education referral, counseling, and basic skills training. A consultation team member was assigned as a case manager for each student and was responsible for monitoring the plan and reporting back to the group.

Profile

The current Children At Risk program in the Verona Area School District has emerged from the program that began in 1986. The district has strengthened the program by adding various components to its services. More importantly, it has used the Children At Risk program to fully implement its philosophy of a learner-centered school. The program continues to develop according to the school's general mission statement:

> "The mission of the Verona Area School District is to prepare *all* students to become contributing citizens of American society and the world community by teaching lifelong learning skills and attitudes in a positive environment through the efforts of students, staff, parents, and community."

Within this mission, one of the district's strategic goals is to address the increasingly diverse and complex needs of its students.

The following objectives come under this goal:

- Promote student, staff, and community wellness.
- Continue to respect individual learning styles and abilities within the curriculum. Expand practical, hands-on opportunities for teachers to learn various strategies to challenge all students.
- Promote the creation of a client-centered school at Verona Area High School that maximizes students' opportunities for personal development and decision-making.
- Integrate into each course curriculum the various instructional initiatives which contribute to the development of the "total student," for example, critical thinking skill development, self-esteem development, wellness (including AODA, nutrition, stress management, and other concerns), technological literacy, career information opportunities, equity, and assertiveness training.

The current program at Verona High School has grown through the addition of Learning Resource Coordinators, staff inservicing, parental involvement, and an increased sensitivity to the problems and concerns that interfere with a student's success in school.

At present, one full-time teacher at the high school and one half-time teacher in the middle school serve as Learning Resource Coordinators. In this role they are consultants to the regular education staff. One of their duties is to assist regular education staff members in making curriculum modifications to meet individual needs.

The Learning Resource Coordinators occasionally work directly with students in study halls or the Resource Centers, but their main function is to work with teachers to develop accommodations for individual learning needs. The coordinator from the Employment Skills Program also meets with students on an individual basis and provides work experience opportunities, if necessary.

The following illustrates how a student receives services through the consultation team: A student is referred or identified through a classroom teacher, parent, or by self-referral. The student is then evaluated by the consultation team so an individual contract can be developed. If the student's problem is personal, the counselor may manage the case. If the problem is academic and thought to have a short-term solution, the student might be referred to the Learning Resource Center for a limited time. If the student fits into the at-risk profile, a more formal contract with an individualized plan of curriculum modifications is developed. Parents are also involved in the contract. The student must agree to participate willingly in all activities specified in the contract. The Employment Skills Program continues to provide a variety of services to students identified as at risk.

The consultation team is now in its third year of operation and appears to be improving each year. In addition to the experience gained over time, the consultants have introduced instructional strategies such as cooperative learning and team teaching that have been used in many classrooms. These strategies appear to keep students coming to class motivated and ready to learn.

The philosophy driving the solutions for students is as follows: The district wants every student to master and learn course objectives. However, it recognizes that different students have different strengths and these strengths need to be utilized in mastering the information.

The school district has absorbed the costs associated with staff (i.e., the Learning Resource Coordinators). Staff development around the Children At Risk program is also included in the general budget. Some special education funds are used to train staff on such things as how to develop a cooperative learning environment. The Children At Risk program is funded from the general budget. The district has used limited Job Training Partnership Act (JTPA) funds or Carl Perkins funds to support the program.

Summary

The Children At Risk program works because the school district's administration and board are committed to the mission statement that *all* students can learn and that the school environment must be learner-centered in order to be successful. According to school officials, it is critical that the school board is committed and expects to teach all children. The board not only needs to adopt this attitude, but also needs to commit to expenditures of staff development, additional staff and resources, and the ongoing need for retraining of staff.

Strong leadership within the district and in each school is also critical. The Verona Area School District now has a new strategic planning system to ensure that all activities fit into the general mission statement of the district.

The school district is currently studying implementation of the Learning Resource Coordinator system in the elementary schools. However, the elimination of pullout programs is unlikely because direct services to some students have a proven positive impact on their educational experiences. The school district will express appreciation for diversity and the multicultural nature of its students. It will continue to participate with neighboring school districts to provide services such as the School-Age Parent Program, but will also need to develop its own programs as student populations increase. The district will accmplish this by beginning where the students are and taking them as far as it can within the school system, guided by the belief that all students can succeed in school.

The district believes the administration and its goals are learner-centered. The future goal is to ensure that all staff associated with the Verona Area School District will also implement this philosophy in each district classroom. A positive attitude exists. Staff development will be used to reinforce that attitude.

Elk Mound School District

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Background

Several years ago, a Designated Vocational Instructor (DVI) pilot project began at Elk Mound High School. The program was originally created for special education students involved in the vocational education program. Several people in the district were trained to implement the DVI model—a cooperative process for providing services to handicapped students in the regular classroom.

The DVI approach in Wisconsin is an interdisciplinary effort between special and vocational education. Its goal is to successfully integrate special education learners in regular vocational education environments, with instructional support provided to both students and their respective instructors. The DVI is the facilitator for meaningful cooperative relationships at the local school level.

Eight major areas of responsibility associated with the DVI role in the local school setting include communication, consolidation of administrative support, inservice, vocational assessment, effective placement of students in vocational education classes, the development of vocationally-related Individual Education Plans (IEP) and skill mastery concerns, competency-based instructional considerations, and providing instructional support.

The communications network in this approach includes administrators, vocational educators, special educators, guidance personnel, parents, students, and ancillary staff or agencies. Within this model, identified students are assessed and services (academic and nonacademic) are provided and evaluated.

The school district used the same DVI approach as it began to identify and meet the needs of children at risk who were not part of the special education program. This section describes the Children At Risk program that developed from the DVI program.

Profile

The philosophy of education for the Elk Mound Area School District is as follows:

> "We recognize the inherent worth of every individual and his or her rightful entitlement to an education in a democracy. We believe that education in a democracy, both within and without the school, should develop in each individual the knowledge, interests, habits, values, and powers whereby he or she will find his or her place to shape both himself or herself and society toward nobler ends."

The district realizes that not all students learn the same way or benefit from the same experiences. Some children pass through school with few problems, but others need alternative strategies in order to meet the school's academic goals and to eliminate the nonacademic barriers that may be interfering with their success.

The Elk Mound School District attempts to identify students at risk of failing in school as early as possible and to develop creative, individual strategies for bringing those students back into the process of education. The district's philosophy is that each student is an individual and the school program must be molded to meet his or her individual needs.

A critical factor in the program's success is the high level of administrative support for individualized programming. The principle governing the delivery of education in the Elk Mound Area School District is that educators must be flexible in meeting the needs of each student. The school district wants all children to achieve to the best of their ability and is highly flexible in attaining this. This administrative support also allows staff members to take the necessary time to become familiar with other community resources. Without that flexibility,

it would be difficult to take the lead in providing services to these students.

Staff members in the Elk Mound Area School District who were trained to use the DVI model use the same skills when working with students at risk. For example, the building team that works with students at risk also includes parents, teachers, a psychologist, school counselor, JTPA staff, principal, and outside agencies such as social services and vocational rehabilitation. They meet as needed whenever a referral is made.

The following example illustrates the process used in the school system. Teachers, students, or parents concerned about a problem student can contact the principal, school counselor, or psychologist. A meeting is scheduled to discuss the student's needs and develop a strategy for meeting those needs. The student and/or the parents may be present at the meeting. The plan of action developed may include curriculum modifications, participation in an Alcoholics Anonymous group, or other activities based on student need. The school counselor follows the student's progress in completing the plan.

All relevant funding is used for these programming alternatives including Carl Perkins money, JTPA, 94-142 funds, Private Industry funds, Job Service, and University of Wisconsin-Eau Claire resources. If a student needs resources, appropriate funds are used to provide alternatives for that student.

A school district like Elk Mound needs to be creative with funding because alternative strategies and programs are difficult to locate in a small community. Accordingly, the district has formed cooperative relationships with various outside agencies, the Cooperative Educational Service Agencies (CESA), and other neighboring districts interested in pooling resources to serve students whose needs are not being met in traditional school programs. For example, the CESA offers a credit course on marketing that students who are behind in credits can take at night. An alternative program that would target JTPA funds for after-hours courses in language arts and social studies for credit remediation is being discussed with a neighboring school district.

In the summer, the school district organizes a two- to three-week intensive credit clinic where students make up curriculum competencies they have failed. Participating students and others at risk meet with staff, agree upon a plan listing the competencies that must be mastered, and then complete the plan.

Another example of the administration's interest in pursuing all avenues to provide services to its students is the action taken when the state's graduation standards were recently changed. The administration, staff, guidance department, and CESA identified a number of credit-deficient students who would be unable to catch up by the time their class graduated. The district devised a special summer program with a neighboring university to provide a "credit clinic" so these students could graduate on time. Participating students were assessed for credit deficiencies and a packet of instructional materials and evaluation instruments was developed. The students completed the materials over the summer and most were able to graduate with their class. The clinic succeeded because of the willingness of staff, administration, Private Industry Council, and University of Wisconsin-Eau Claire personnel to be innovative.

Another alternative available in the school district is a group called Correct Attitude Makes a Difference (CAMAD). This student group organizes many of the social activities in the high school, giving students at risk an opportunity to participate in group activities that might keep them engaged in school with a drug and alcohol-free lifestyle.

Along with developing a system for meeting the needs of individual students, the school district continually provides inservice training to staff members about systems and procedures that can be used with children at risk. The district also encourages staff members to get out into the community. By familiarizing themselves with resources in local agencies, area universities, businesses, and nonprofit groups, they can make better use of the external environment to eliminate barriers in their students' education. While the Elk Mound School District takes the leadership role in working with the individual needs of each student, it believes strongly

in the need to use all available resources to achieve success.

In the future, the district hopes to form more small groups around topics that meet the non-academic needs of children at risk, explore more curricular modifications through technologies such as distance learning, and join with other districts to pool resources.

The district currently has no dropouts. This is attributed to identifying students at risk as early as possible and developing creative solutions to fit their needs.

At the elementary school and junior high school levels, a program called Promoting and Assisting Student Success (PASS) was established so students at risk, or those exhibiting symptoms of at-risk behavior, would have access to resources before they reached high school. Referrals can be made to a PASS committee made up of the principal, counselor, psychologist, and speech/hearing and language specialist. The committee meets weekly to discuss curriculum concerns, schedules, teaching styles, and to look at the problems of individual students who have been referred to the committee.

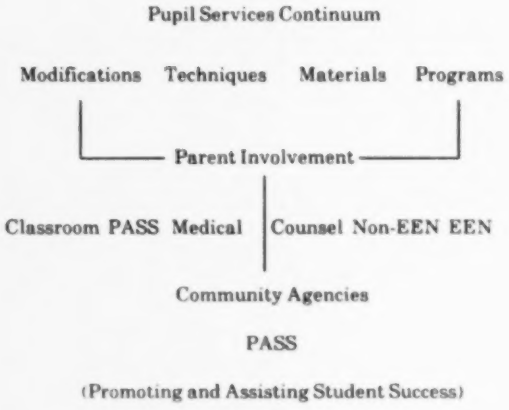
During the first step of the process, the PASS committee decides what needs to be done to meet the student's needs. The problem may be resolved at the initial meeting, or it may be necessary to develop an individual plan involving teachers, parents, or outside agencies. Any plan developed is implemented and managed by the counselor to be certain the action is completed.

The continuum of services and referral forms follows:

PASS

(Promoting and Assisting Student Success)

I. Definition
II. Procedure
III. Components of Program (Documentation of:)
   A. Successful/Unsuccessful Modifications
   B. Outside Agencies Contacted
   C. EEN Referral
   D. Chapter 1/Remediation Services
   E. Psychological Testing
   F. Academic Mentor Program
   G. Survey Parents/Students/Teachers
   H. Parent Program
   I. Yearly Evaluation of Components



PASS Referral Process

1. Obtain referral form from principal or counselor.
2. Fill in referral form.
3. Give PASS form to principal or counselor.
4. PASS committee reviews referral. Committee meets weekly.
5. PASS Committee routes referral to appropriate person(s) or agency. (Section IV of referral form).
6. The person receiving the referral
   a. initiates action on the referral,
   b. completes the follow-up action and outcome(s) section, and
   c files the PASS referral in the central file, located in the counselor's office.

Elk Mound PASS Referral

(Promoting and Assisting Student Success)

Student: _____

Grade: _____

Date(s): _____/_____
(Referred) (Action)

Date of Birth: _____

Age: _____

Referred By: _____

(Please Check Appropriate Response (s):

I. Academic Performance:

- ☐ Declining quality of grades/work
- ☐ Academic failure _____
  _____(Subjects)
- ☐ Unacceptable quality of work

II. Classroom Observations:

- ☐ Disruptive in class
- ☐ Inattentive
- ☐ Displays negativism
- ☐ Displays attention getting behavior
- ☐ Frequently visits the bathroom/hall
- ☐ Displays hyperactivity
- ☐ Displays slurred speech/coordination
- ☐ Frequently absent
- ☐ Frequently needs discipline
- ☐ Cheats/defies authority/ has unorganized materials or time
- ☐ Is withdrawn
- ☐ Appears nervous

III. Other Concerns:

- ☐ Displays erratic behavior from day to day
- ☐ Seeks constant adult contact
- ☐ Verbal responses are inappropriate
- ☐ Other students express concerns/problems
- ☐ Has difficulty accepting mistakes
- ☐ Has drug and/or alcohol concerns
- ☐ Other

(Specify):_____

Summarize problem (s) _____

Previous action taken: _____

IV. Follow-Up Action

(To be completed by person receiving referral)

Student:

_____

Signed:

_____

Statement of Problem	Plan of Action (Strategies)	Outcome(s) (dates) Successful/ Not Successful

The PASS program began in February 1989 and has been quite successful. The element of coordination seems to be the key factor in its effectiveness. While services were previously in place, communication between those parties involved in planning and alternative programming was limited and there was a lack of accountability over time.

Summary

Educators often talk about becoming involved in the community. For the Elk Mound Area School District, community participation, coupled with the district's philosophy that all students can succeed, makes the Children At Risk program successful. The school provides the leadership necessary to guide others in the community through flexible planning and, at the same time, is willing to allow others to participate in the delivery of resources.

Providing a Safe and Orderly Environment 3

Overview

Recommendation #2: Provide a safe and orderly environment by setting high standards for discipline and attendance and enforcing them fairly and firmly.

While loss of learning time is a problem for any student, it can be especially difficult for students at risk. Learning cannot occur in a disruptive, unpredictable environment. Students need an orderly climate that is conducive to learning and which will teach them patterns of behavior necessary to succeed throughout their lives. (U.S. Department of Education, undated) School truancy policies and disciplinary procedures frequently affect a large percentage of the at-risk population, particularly those who do not enjoy attending school and can be uncooperative at school for any number of reasons. For this reason, those who monitor a Children At Risk program must ensure that special attention is paid to the development and implementation of a predictable and impartial code of truancy and behavior for the school.

To support these beliefs, the Wisconsin legislature passed two new laws during 1987-88 that support school attendance. (See Appendix B.) Lawmakers enacted 1987 Wisconsin Act 285 under which the old truancy laws were strengthened in an attempt to ensure an adequate education for all state students. Provisions in the act require every school board to develop written descriptions for its own district covering the factors that contribute to truancy; identify state statutes, municipal ordinances and/or school policies which contribute to or inhibit the response to truancy; and recommend laws and policies to be developed to assist in combating truancy. The plan must also include procedures for notifying, meeting, and conferring with parents or guardians of habitual truants; plans and procedures for identifying truant children and returning them to school; methods to increase and maintain public awareness of and involvement in responses to truancy; the immediate responses to be taken by school personnel upon return of a truant child; types of truancy cases; plans and procedures to coordinate the response; and methods to involve the truant child's parents or guardians in solutions to truancy.

The Compulsory Attendance Law (1987 Wisconsin Act 285) also attempts to ensure a safe and orderly school environment which will encourage children at risk to stay in school and minimize the number of dropouts. Under s. 118.115(1)(a), Wisconsin Statutes, any person having control over a child between the ages of six and 18 is required to see that the child attends school. The enactment of this legislation means that each school board shall

- establish a written attendance policy which specifies the reasons for which students may be permitted to be absent from school and the conditions under which a student may be

permitted to take examinations missed during absences.

- establish written policies which provide that, as a consequence of a student's truancy, the student may be assigned to detention or to a supervised, directed study program. Such policies must specify the conditions under which credit may be given for work completed during the period of detention or assignment to a supervised, directed study program.
- provide each student enrolled in the district with a copy of the policies and file a copy of the policies in each school in the district. In addition, the school board shall make copies available upon request.

To provide a safe and orderly environment for students at risk, school districts should ensure that their disciplinary codes are clear and uniformly applied to all students. It is recommended that districts

- establish clear rules of conduct and enforce them fairly and firmly,
- set penalties appropriate to the misconduct involved and involve and inform parents of the policies which govern the school and the consequences for breaking them,
- anticipate problems and deal with them before they have a chance to grow,
- recognize and promote good behavior, and
- teach students self-discipline.

According to the National Dropout Prevention Center, one goal of an effective discipline policy is to increase the level of self-discipline that will result in a productive school environment. Prevention, rather than intervention, produces better results for both staff and students. In Wisconsin, each school district can establish its own code of behavior, but there are statutes which must be complied with. For example, the language of s. 118.16(4)(b), Wisconsin Statutes, requires that unexcused/truant pupils be given the opportunity to make up any and all examinations that are given to determine their grades for the period in which the unexcused absence occurred. Limiting opportunities to situations such as "major exams" is not consistent with applicable state law. The point is to create consequences which will rise as a result of truancy but do not, in and of themselves, become inhibitors to high school graduation.

The Department of Public Instruction recommends that a school district create a series of progressively stringent actions that follow as a result of pupils' failure to adhere to established attendance standards. This approach allows the district to discipline the unacceptable behavior while stressing the expectation that pupils will complete the course assignments they are given. The district should discipline the behavior (truancy). Pupils are still expected to complete the work and their probability of passing a given subject is not hopelessly lost as a result of two or three unexcused absences in the grading period. Students who lose hope of passing their classes often develop behavior problems, increase their truancy, and may eventually drop out of school.

The National Education Association believes good discipline, whether in the classroom or in the building, should be thought of as a cause and effect relationship. Both students and staff should be aware of the types of behavior that will bring disciplinary action and should know the continuum of consequences they will encounter.

School districts in Wisconsin have all recently participated in the preparation of their county truancy plans and are beginning to progress in these plans. The following descriptions illustrate examples of how the truancy and attendance policies are affecting Wisconsin's children at risk.

Existing Programs

Dodgeville School District

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Compulsory School Attendance and Truancy Prevention

The Dodgeville School District's policy on compulsory school attendance and truancy prevention incorporates, by reference, all of the provisions of the 1987 Wisconsin Act 285 as passed by the Wisconsin State Legislature.

The general attendance rules for each of the attendance centers in the Dodgeville School District are printed in the "Student-Parent Handbook." Such handbooks are made available to students, parents, and guardians through the office of the principal.

Compulsory Attendance Age

In accordance with state law, all children between the ages of six and 18 must attend school full-time until the end of the term, quarter, or semester in which they become 18 years of age, or when they graduate.

Students are expected to be in attendance the entire school day, attending all assigned classes.

Attendance Definitions

The district attendance officer is designated by the district administrator. The administrator may appoint a person to oversee the day-to-day attendance record keeping.

The attendance recordkeeper is responsible for maintaining concise attendance data for each student on a daily basis. That person must report excessive absenteeism cases to the administrator as they arise.

By state law, a "habitual truant" is defined as a pupil who is absent from school without an acceptable excuse for either part of the following:

- part or all of five or more days out of ten consecutive days on which school is held during a school semester
- part or all of ten or more days on which school is held during a school semester

Furthermore, truancy is defined by state law as "any absence of part or all of one or more days from school during which the school attendance officer, principal, or teacher has not been notified of the legal cause of such absence by the parent or guardian of the absent pupil, and also means intermittent attendance carried on for the purpose of defeating intent of 118.15."

Recognizing the importance to the educational process, the following reasons are acceptable excuses for absence from school:

- illness
- death of a family member
- unavoidable appointments with physicians and/or dentists
- other absence when permission from the principal was granted in advance

School Attendance Enforcement and County Procedures

In accordance with mandates published under 1987 Wisconsin Act 285, school districts must adopt policies which conform to procedures adopted by the county truancy committee. The following procedures will be used when absence is excessive:

- When a child misses five days of school, either excused or unexcused, the school, at the discretion of the principal, may send a form letter to the parents of that child. This letter will inform the parents of the child's absences and the need to improve his or her attendance. Personal contact or telephone calls may be used in lieu of a letter provided written records of the contact are kept.
- At the discretion of the principal, when a child misses the sixth day during a semester, social services, after being contacted by the school, will send a letter to the family. The agency will offer services and assistance, and will again reinforce the need for school attendance. A copy of the letter will be sent to the school and the intake worker.
- At the discretion of the principal, when the child misses the seventh day of classes in a semester, the intake office will send a letter to the family, with copies to the school and to social services. The school will notify the intake worker of the child's absence.

- At the discretion of the principal, if an eighth day of absence is recorded during a semester, a meeting will be scheduled between a school representative, the child, the child's parents, social services, and the intake worker to try to resolve the reasons for the absences. If the parents refuse to attend, and the child has been absent without an excuse, proceedings may be initiated for contributing to truancy.
- At the discretion of the principal, after numerous excused and/or unexcused absences or an extended illness, a written doctor's statement may be required by the third day of absence. The statement by the physician verifying the illness will place the five-day limit for absences on hold.

When a child has been absent without an acceptable excuse for part or all of ten days, he or she will be classified as a "habitual truant" and the parent notified by certified letter of the fact. The notice shall include all of the following:

- A statement of the parent's or guardian's responsibility, under s. 118.15(1)(a), to cause the child to attend school regularly.
- A statement that the parent, guardian, or child may request program or curriculum modifications for the child under s. 118.15(1)(d) and that the child may be eligible for enrollment in a program for children at risk under s. 118.153 (3).
- A request that the parent or guardian meet with appropriate school personnel to discuss the child's truancy. The notice shall include the name of the school personnel with whom the parent or guardian should meet, a date, time, and place for the meeting and the name, address, and telephone number of a person to contact to arrange for a different date, time, or place.
- A statement of the penalties, under s. 118.15 (5), that may be imposed on the parent or guardian if he or she fails to cause the child to attend school regularly as required under s. 118.15(1)(a).

If the child continues to be a habitual truant, the school shall make the necessary referral to the juvenile intake officer, social services, and to the district attorney's office.

Exceptional Cases

According to state statute, this policy does not apply to:

- any child who is excused by the school board because the child is temporarily not in proper physical or mental condition to attend school or an educational program under s. 115.85(2), but who can be expected to return to school or the program upon termination or abatement of the illness or condition. The administrator will request the parent or guardian of the child to obtain a written statement from a licensed physician, dentist, chiropractor, optometrist, psychologist, or Christian Science practitioner living and residing in this state who is listed in the Christian Science Journal, as sufficient proof of the physical or mental condition of the child. An excuse under this paragraph shall be in writing and shall state the time period for which it is valid, not to exceed 30 days.
- any child excused by the school board in accordance with the school board's written attendance policy under s. 118.16(4) and with the written approval of the child's parents or guardian. The child's truancy, discipline, or school achievement problems or exceptional needs as described in s. 115.76 (3) may not be used as the reason for an excuse under this paragraph. The excuse shall be in writing and shall state the time period for which it is effective, not to extend beyond the end of the current school year.

Instruction in a home-based private educational program that meets all of the criteria under s. 118.165(1) may be substituted for attendance at a public or private school.

Truancy Referrals

Before any truancy proceeding is brought against a child under s. 48.13(6) or against the child's parent or guardian under s. 118.15, the administrator shall provide evidence that appropriate personnel in the school or school district in which the child is enrolled have, within the school year during which the truancy occurred,

- met with the child's parent or guardian to discuss the child's truancy or have attempted to meet with the child's parent or guardian and been refused;
- provided an opportunity for educational counseling to the child to determine whether a change in the child's curriculum would resolve the child's truancy and have considered curriculum modifications under s. 118.15(1)(d);
- evaluated the child to determine whether learning problems may be a cause of the child's truancy and, if so, have taken steps to overcome the learning problems; and
- conducted an evaluation to determine whether social problems may be a cause of the child's truancy, and, if so, have taken appropriate action or made appropriate referrals.

School Attendance and Exemption from Attendance

School Attendance Offiers

The school attendance officer is responsible for reviewing, approving excuses, and reporting to the district administrator those students no longer attending school in the district. This does not include transfers.

The building principal as the school attendance designee or the principal's agent at each of the district's schools is designated to deal with matters relating to school attendance and truancy.

The school attendance officer of each school shall determine daily which pupils enrolled in the school are absent from school and whether that absence is excused.

Annually, on or before June 15, each building principal shall determine how many pupils enrolled in his or her school were absent in the previous year and whether the absences were excused. This information will be submitted to the district administrator who shall notify the state superintendent of the determination.

The attendance officer in each school shall notify the parent or guardian of a child who has been truant of the child's truancy and direct the parent or guardian to return the child to school no later than the next day on which school is in session or to provide an excuse. The notice under this paragraph must be given before the end of the second day after receiving a report of an unexcused absence and may be made by personal service, mail, or telephone call of which written record is kept.

The attendance officer may visit any place of employment in the school district to ascertain whether any minors are employed there contrary to law.

Student Absences and Excuses

Regular attendance is a responsibility that should be shared by parents, student, and school. Acceptable absences include illness and other reasons for good cause as determined by the principal. These are listed in the "Student-Parent Handbook."

Parents' Responsibility

When a student is absent, his or her parents or guardians shall contact the school during the day by the times established. If the absence is not reported to the school by the parent or guardian on the day it occurs, the parents or guardian are expected to provide a written explanation of absences at the time the student returns to school.

Student Responsibility

Students are required to attend all their scheduled classes and study halls unless they have obtained parental permission and a pass approved by the building principal or the principal's agent. Students are entitled to make-up all work missed and are responsible for doing so.

Teacher Responsibility

Teachers are required to emphasize the importance and necessity of good attendance. Classroom procedures and grading requirements will be developed which reflect the effect participation has on student progress. All grading systems throughout the district shall reflect the effect class participation has on student progress.

Principal's Responsibility

The principal shall serve as the attendance officer of his or her building. Each building principal is accountable for administering the student attendance policy, and for providing students an awareness of the student attendance policy.

When a student has excessive unexcused absences, an administrative review of the case will be held to consider information from the following input sources:

- Parent input—in person, by telephone, and home visitation.
- School input—academic and social/emotional, including
  - —evaluation of the student to determine possible learning problems.
  - —evaluation of the student to determine possible social problems.
  - —result of educational counseling.

Parents should be made aware that any child's parent or guardian or the child may request through the building principal that the school board provide the child with a program or curriculum modifications as outlined in Wisconsin Act and the Dodgeville School District's Truancy Plan.

A legal referral may be initiated if a poor attendance pattern has continued and if the building principal or the principal's agent has done the following:

- met with the child's parent or guardian to discuss the child's truancy or attempted to meet with the child's parent or guardian and been refused;
- provided an opportunity for educational counseling to the child to determine whether a change in the child's curriculum would resolve the child's truancy and has considered modifications under s. 118.15(1)(d);
- evaluated the child to determine whether learning problems may be a cause of the child's truancy, and, if so, has taken appropriate action or made appropriate referrals; and
- conducted an evaluation to determine whether social problems may be a cause of the child's truancy.

The principal shall determine whether or not a requested alternative program should be provided and, if it is denied, explain that the school board can review the case on request.

He or she shall also notify the district administrator whenever a student has been excused from school attendance in the district.

District Administrator's Responsibility

The district administrator shall

- supervise the district's attendance policy and coordinate changes in the policy,
- keep the school board informed of all situations where a student has been excused from school attendance in the district,
- work with the building principals in the determination of alternative education programs as requested by parents and students,
- provide the school board with the necessary information to make determinations on alternative education programs that are being requested by parents and students but have been denied by the attendance officer, and
- secure information regarding the attendance of any child between the ages of six and 18 who is a resident of the school district and who claims or is claimed to be in attendance at a private school located in the school district.

School Board's Responsibility

The school board is responsible for reviewing any determination made by the building principal if the review is requested by the parent. The school board is required by law to provide an alternative program.

The school board must render its decision in writing if requested by the parent.

Green Bay Area Public School District

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Attendance Policies

The primary legal and moral responsibility for student attendance rests with the parent or guardian and the student. The Green Bay Area Public Schools will work cooperatively with the parent or responsible adult to teach students the importance of daily and timely school and class attendance. Good instruction is an important part of this process; however, it is the position of the Green Bay Board of Education that the climate for good instruction begins on the student's part, with regular attendance. When students are absent from class, they miss integral and essential parts of the learning process. Certain classroom activities such as discussions, films, and the participation of guest speakers can never be made up. It is the student's responsibility to participate and contribute in the classroom learning process. Excessive absences and truancies have a detrimental effect on other students as well as the process of instruction. Absences and truancies harm the process of education by placing greater demands on the time of teachers for make-up assignments and assistance to truant or other absent students. This demand is an infringement on the rights of other students for the equal attention of the teacher.

Furthermore, there is a direct relationship between school attendance habits, the incidence of student dropout, and postsecondary success, whether it be in advanced training opportunities or on the first job. Students, therefore, are expected to be in attendance every day except as noted below.

Students may be excused from school for the following reasons:

- personal illness
- funerals and religious services as requested by the parents or guardian
- professional appointments that could not be scheduled outside of the regular school day
- serious personal or family crises
- student is not in proper physical and/or mental condition to attend school in accordance with s. 118.15 (3)(a) , Wisconsin Statutes
- family vacations which must be pre-arranged through the school office (preferably, as many days prior to leaving as the length of the vacation)

Students will be excused for the above reasons only when a written parental explanation of the cause for absence is given during the days of the absences or on the day the pupil returns to school, except as so noted above.

Each building administrator shall work with staff to develop incentives and/or opportunities for recognition for outstanding attendance.

Students who are truant (unexcused) as defined by 118.16(4), Wisconsin Statutes will be subject to disciplinary action.

The superintendent shall cause development of administrative rules relating to this policy and inclusive of all pertinent definitions. (Legal reference s. 118.15, Wisconsin Statutes)

Compulsory Attendance Age

In accordance with state law, all children between six and 18 years of age must attend school full time until the end of the term, quarter, or semester in which they become 18 years of age unless they have a legal excuse. (s. 118.15(1)(a).)

Upon the child's request and with the written approval of the child's parent or guardian, any child who is 16 years of age or over may be excused by the school board from regular school attendance if the child and his or her parent or guardian agree, in writing, that the child will participate in a program or curriculum modification leading to the child's high school graduation. (s. 118.15(1)(c).)

Upon the child's request and with the written approval of the child's parent or guardian, any child who is 17 years of age or over may be

excused by the school board from regular school attendance if the child and his or her parent or guardian agree, in writing, that the child will participate in a program or curriculum modification leading to the child's high school graduation or leading to a high school equivalency diploma under s. 115.29(4). (s.118.15 (1)(c).)

A child under the age of 18 requesting withdrawal from school attendance should remain in school until the end of the semester in which the request is made. Likewise, any person requesting readmittance should wait until the beginning of the next semester to return to school.

Attendance Officer

The building principal or the principal's designee at each of the district's schools is designated to deal with matters relating to school attendance and truancy. This person shall confer with the district attendance officer regarding truant children.

The attendance officer of each school shall determine daily which pupils enrolled in the school are absent from school and whether that absence is excused. (s. 118.16(2)(a).)

Annually, on or before June 15, each building principal shall determine how many pupils enrolled in the school were absent in the previous year and whether the absences were excused. This information will be submitted to the district administrator, who shall notify the state superintendent of the determination. (s. 118.16 (2)(b).)

The school attendance officer in each school shall notify the parent or guardian of a child who has been truant, of the child's truancy, and direct the parent or guardian to return the child to school no later than the next day on which school is in session or to provide an excuse. The notice under this paragraph must be given before the end of the second school day after receiving a report of an unexcused absence and may be delegated to office staff using the mail or a telephone call of which a written record is kept. (s. 118.16 (2)(c).)

Definitions

Truancy (Unexcused Absence): Any absence of part or all of one or more days from school during which the school attendance officer, principal, or teacher has not been notified in writing of the legal cause of the absence by the parent or guardian of the absent pupil, and also means intermittent attendance carried on for the purpose of defeating the intent of s. 118.5, Wisconsin Statutes.

One-half day of school absence: Two to seven absences of school periods at the secondary level and more than one-fourth but less than three-fourths day absence at the elementary level.

Full day of school absence: Eight absences of school periods at the secondary level or more than three-fourths of the morning and afternoon sessions at the elementary level.

Family vacations: Family vacations must be pre-arranged through the school office, preferably as many days prior to leaving as the length of the vacation. Students may also be excused for activities that parallel or are related to activities that are part of the school district's curriculum or co-curricular program.

Habitual truant: A pupil who is absent from school without an acceptable excuse for either of the following:

- part or all of five or more days out of ten consecutive days on which school is held during a school semester
- part or all of ten or more days on which school is held during a school semester

Procedures

Attendance will be taken by the classroom teacher each period in all secondary schools. The absence will be recorded in the attendance office for each period. At the elementary level, attendance will be taken daily, in the morning and afternoon, with absences being recorded in the class register and reported to the principal.

Each secondary school and teacher will prepare and keep a listing of all absences for each class period.

Parents or guardians are asked to telephone their student's school informing personnel of any absence as soon as practical. Upon their return to school, students are required to present a written explanation of their absence from their parents or guardians.

Parents or guardians will be notified in writing anytime a student has accumulated ten days of absence or equivalent.

Parents or guardians may be asked to furnish a medical excuse for any absences beyond ten days (building administrators are to use their discretion).

A second letter regarding a student's absence is to be sent to the parents or guardians after 20 days of accumulated absences (discretion should be used by the building administrator in cases where they are aware that the student has been under a doctor's treatment).

In the event of truancy, the building administrator or designee will notify the parent or guardian either by phone (a written record of the phone call is maintained) or written notice if the parent cannot be reached via the phone. The district attendance officer shall also be notified of each incidence of truancy. The district attendance officer will attempt to locate the truant student and return him or her to school.

Excused students are allowed a minimum of two class periods for each period missed to make up assignments and examinations. State law provides that a school may not deny a student credit in a course solely because of the pupil's unexcused absences. The student may be failed if he or she does not satisfactorily complete the make-up work (to include participation) assigned due to his or her absences. Students who are truant will be required to make up all work missed, including examinations, but will be allowed only one class period for make-up. (The classroom teacher may extend this for extenuating circumstances.)

Consequences of Truancy

On the first and second days of truancy

- parents or guardians are notified by phone (a written record of the phone call is maintained) or written notice, if they cannot be reached by phone, as soon as truancy is determined (personal contact by phone is preferred).
- at the secondary level, the student will be assigned detention in the amount of time equal to (to the nearest hour) the amount of time the student was truant from school.
- the district attendance office is notified.

On the third day of truancy

- a parent (guardian) conference is requested with the school administration and other appropriate school personnel.
- a referral is made to the student's guidance counselor.
- a referral is made to the building consultation team for consideration of alternatives for the truant student. A formal school social worker referral will be considered by the consultation team.
- at the secondary level, students are assigned detention two times the amount of time that they were truant.
- the district attendance office is notified.

On the fourth day of truancy parents or guardians are notified that their child has been truant for the fourth time and that the district attendance officer and Brown County Department of Social Services are being notified. A truancy warning letter is sent to the parents or guardians from the Brown County District Attorney's office upon the request of our school district attendance officer.

On the fifth day of truancy

- a formal referral is made to the Brown County Department of Social Services. A telephone call should also be made. A social worker from the Brown County Department of Social Services will coordinate this intervention with the attendance officer at the school (principal or assistant principal). If this intervention is unsuccessful, a referral will be made to the Brown County Juvenile Court or the City of Green Bay Municipal Court for ordinance violation s. 118.163.
- a letter is sent to the parent or guardian from the school district attendance officer outlining the provisions of the attendance law and establishing a meeting time and place to discuss the student's welfare. (Time and date should be coordinated with the Brown County Department of Social Services' social worker.)
- if a waiting list exists and Brown County Department of Social Services cannot assign a social worker to intervene, the school administrators will need to use their judgement re-

garding the best course of action for the student pending assignment of a social worker.

On the sixth day of truancy parents or guardians are notified that their child was again truant and a referral to Brown County Department of Social Services Juvenile Court Intake Unit is a future recourse.

Habitual Truancy

The following steps are taken only when school officials determine that there is nothing further the school or Brown County Department of Social Services can do to improve or solve the problem and that outside intervention, including possibly court action, is necessary to assist the child and family.

The first legal route taken should be a referral for ordinance violation (Sec. 27.34 of municipal code, ordinance #53-89). A police liaison officer will issue a citation. This citation along with a completed Green Bay Area Public Schools Truancy Referral Form (Form ATT005) and the student's attendance record for the current year is forwarded to the City of Green Bay Municipal Court. If the student continues to be truant and if in the judgement of the school administration and the Brown County Department of Social Services' Social Worker a juvenile court referral is appropriate, the next step would be a referral to the Brown County Circuit Court s. 48.13(6) via the district attendance officer.

The Truancy Ordinance Citation will be made directly to the municipal court with an informational copy sent to the district attendance officer.

Parents or guardians are then notified via telephone by the school administration that a formal referral is being made to the Brown County Department of Social Services Juvenile Court Intake Unit.

The school administration will then complete the appropriate referral forms and send them to the district attendance officer. The district attendance officer will review the material for its compliance with Wisconsin Statutes Chapter 118 and then forward it to the Brown County Department of Social Services Juvenile Court Intake Unit.

The juvenile court intake worker will schedule an appointment with the student and the student's parents or guardians at the Juvenile Court Intake Office. At this meeting the truancy problem will be reviewed in detail along with past efforts made to correct the problems, including documentation under s. 118.16(5)(a) through (d), Wisconsin Statutes. The probable implications to child and parents, if the problem continues, will be reviewed.

As soon as the juvenile court intake worker is assigned, he or she will contact the referring school administrator. The juvenile court intake worker will report back to the referring school the disposition of the truancy referral. A copy of the court referral form will be returned to the building administrator upon the disposition of the case. The school administration will forward a copy of this to the school district attendance officer.

If, in the judgement of the school administration, the parent is negligent in sending the child to school, a contact should be made with the district attendance officer who will coordinate with the Brown County District Attorney s. 118.15(1)(a), (5), Wisconsin Statutes, or the City Attorney (Green Bay City Ordinance Section 27.24 #53-89) in bringing formal charges against the parent.

It is recommended that a checklist be maintained at each school in order to keep an accurate record of the disposition of truant students.

(See Appendix C for sample copies of letters and forms used to implement above policy.)

Ensuring that Reforms and Standards Have a Positive Impact

4

Overview

Recommendation #3: Ensure that educational reforms, and in particular the Wisconsin Educational Standards, positively affect children at risk.

It is important to not only achieve greater educational excellence, but also to improve the capability to instruct children who are traditionally more difficult to instruct, who demonstrate little or no interest in school, who are truant, and who too commonly leave school prior to graduation.

The Wisconsin Educational Standards (s. 121.02, Wisconsin Statutes.) are a blueprint for statewide educational excellence. They fulfill the Wisconsin constitution's requirements that school districts be as uniform as possible. (See Appendix D) These standards set minimum expectations for each school district's educational program and represent the state's attempt to guarantee every student equal access to a quality education. The standards are tied directly to seven characteristics of effective schools, as identified by research. The characteristics are

- a clear school mission and accompanying instruction programs,
- strong instructional leadership,
- high pupil expectations,
- an orderly learning climate,
- ample opportunity for students to learn,
- frequent monitoring of pupil progress, and
- a high degree of parent and community involvement in the schools.

These standards also have high impact on a school district's Children At Risk initiative. They should be linked in ways that help the district identify and meet the needs of children at risk. Using the standards as a base, along with the recommended components of Children At Risk programs, each district should examine the current status of its Children At Risk programs. School districts can then design long-range plans as their commitment to Children At Risk programming. Each district's implementation plan will depend on local needs and conditions.

Educators must be aware of and act to help students who despite, or because of, school reforms are at greater risk of being lost within the system. (Patterson, 1989.) They must use the reforms to clear the way for change and to create incentives to serve those at risk. Some refer to this as the "marriage between equity considerations and the excellence in education movement." This means educators need to be certain that students at risk are also the recipients of the Excellence in Education reforms, and educators must assess all consequences of reform on the success and failure of at-risk populations.

Along with reforms in education, there is a need for concommitant changes in the delivery system of education so the goals of reform will truly be met. For example, teaching is still done

largely by the lecture method, yet evidence of the need and worth of more individualized instructional methods abounds. (Levin, 1988.) Small class size, experiential learning, teacher autonomy, and a strong sense of community make a difference. So does student commitment to clearly stated rules about attendance, behavior, and the work required, as well as a clear understanding of the consequences for breaking these rules.

Do the reforms and the ways they are delivered ensure that children at risk are benefitting? Districts need to track the impact of the reforms on children at risk in order to answer this question.

In the move toward excellence in education, the National Association of Social Workers (1985) believes there are a number of human, social, and interpersonal factors that are also important contributors to excellence. They collapse them into four broad clusters.

1. Encouraging and assisting the development of each child's full potential (intellectual, creative, reasoning, physical, affective, social, and personal). Related factors include
   - maintaining high expectations for all students.
   - encouraging teachers to involve students in an active learning process that develops the child's intellectual, reasoning, and creative abilities.
   - helping students develop an understanding, appreciation, and acceptance of their own and others' values, cultures, and lifestyles.
   - harnessing student desire to promote excellence, for example, through student government and helping peers.

2. Having an effective school administrator who encourages involvement of all the school's constituents (staff, administration, students, parents, and community) to help achieve the school's goals. Related factors include
   - recognizing that pupil services are essential to the school.
   - requiring that all school staff participate in inservice staff development and training and continuing educational programs.
   - nurturing and maintaining constructive relationships between and among staff, including respect and understanding for the particular expertise each can offer.
   - establishing adequate ratios between students, teachers, and pupil services workers.
   - ensuring quality performance of all school staff.
   - having a school board that supports policies fostering excellence.

3. Helping students, families, and communities cope with problems that interfere with a child's ability to reach his or her potential. Related factors include
   - coordinating pupil personnel with community services to help resolve student or school concerns.
   - involving parents in their children's education and in the school's overall development.
   - school response to community factors which may interfere with the education of its students.
   - schools establishing and maintaining positive cooperative relationships with the broader community.

4. Establishing realistic goals and objectives. Related factors include
   - defining the particular needs, concerns, and problems in a school; determining priorities; and selecting a course of action to address these needs.
   - viewing the entire school work force and its students as important elements in the operation of the school.
   - defining how different people employed by the school can strengthen it by working toward its agreed-upon goals and how such goals can constructively and creatively address its problems.

The Wisconsin Children At Risk Statute s. 118.153 was one of the first pieces of such state legislation nationally, and the only Wisconsin standard anywhere to speak directly to the

needs of students considered to be potential school dropouts.

In implementation of the reforms, educators must ensure that standards stay high and, at the same time, provide support to those who need assistance in meeting all standards including the graduation requirement.

Existing Programs

School District of Waukesha

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Background

In 1988 the administration at Waukesha South High School created four new committees to provide direction for the future agenda of the school. The committees focused on graduation, discipline, alternative programs, and goals. After they met for six months, it became clear that one of the most immediate problems confronting the school was the presence of a significant group of students in each class who had few credits and little motivation, but did attend school until they were old enough to leave. These were students who in the past would have left school at the age of 16, but because of the new truancy and compulsory attendance laws must remain until age 18. They were caught between the state law requiring them to attend school and their extreme credit deficiency which would keep them from graduating. The reality was that these students would have difficulty obtaining the credits needed for graduation whether they continued to attend school or not. Once 18, they would leave school in a condition comparable to 16-year-old dropouts.

As a result of the committees' work, two groups of students were targeted for educational services. These were older students with significant credit deficiencies and students in transition to Waukesha South High School from other institutions or agencies.

The first group of students are often alienated from their peers who are succeeding in high school and from their teachers and administrators. The committees and school administration agreed that these credit-deficient students were in need of an alternative program that would provide them with a tangible reward.

The second group consists of students who re-enter school after an extended absence with several weeks remaining in the grading period. Such students are frequently thrust into a class without the necessary background and time for them to successfully complete or make-up the requirements for credit. The committees determined that independent study in an alternative school setting would provide these students the opportunity to "get up to speed" in their classes and receive credit for their work.

The following profiles describe two efforts in the School District of Waukesha which were designed to help students attain credits necessary for graduation according to the Wisconsin Educational Standards. One program represents an intervention strategy at the high school level (Alternative High School Program), while the other is a prevention strategy at the elementary and middle school levels (Project TRY).

Profile

Alternative High School

The working committees in the high school sought to create something unique within the school for this group of students. The school administration, in consultation with the committees, proposed a rearrangement of existing resources. Administrators and committee members felt that if the number of students in each class were increased slightly, extra teacher time could be used for a program designed for credit-deficient students. For example, tenth grade English went from 14 sections with an average size of 23 to 13 sections with an average size of 25. This freed up several teachers for a portion of the day. The school board was asked to allocate additional time and eventually created a

team-taught program that was scheduled for four hours a day. The teachers involved in the alternative program volunteered.

One group of students is assigned to this program as their home base. These are students near the age of 18 who are short of graduation credits, have trouble in the regular classroom, or have difficulty transitioning back into the school from treatment programs outside the school system. Administrators hope this program will get these students through their last year in high school and help them meet post-high school requirements.

Students eligible for the alternative high school also lack skills that would make them employable. The alternative high school assists these students through career guidance activities and job placement which permits the acquisition of marketable skills.

A student profile and personalized education plan is developed, focusing on making up deficits and meeting certain objectives. The needs and deficiencies are determined on a competency-based test.

Program objectives are as follows:

- assist students who are able to meet the high school proficiency requirements
- meet the needs of identified students with an alternative approach
- keep these students attending school in a consistent manner
- assist these students with postgraduate plans
- help students develop marketable skills

Students receive competency-based instruction in subject areas in which they are credit deficient. Instruction is provided in English, social studies, mathematics, physical education, and health. Students are required to successfully complete a program of independent study and a competency test in each area.

The needs of students in transition are met by a self-study program designed on the basis of previous academic achievements, credit deficiencies, and what must be completed in order to re-enter the regular classroom. Meetings between classroom teachers and the alternative staff ensure that the students will be properly prepared to return to the regular classroom.

The program is designed so that a safe and supportive environment will be created to help eliminate the alienation felt by many of these students. For those over age 18, an external diploma program is available at Waukesha County Technical College. Students who work in the community for one year can apply to the program. They must demonstrate mastery of 60 competencies before being awarded a diploma from their home school.

Students receive career guidance assistance and may be placed in volunteer or paid work experiences while enrolled in the program.

Take Responsibility Yourself Program (TRY)

The district has also operated a TRY program in the middle school for two years and for one year in the elementary school. This program functions similarly to a special education program by assigning 20 to 25 students to each TRY teacher with the sole purpose of preparing these students so they do not become at risk once in high school. The TRY teachers are advocates for each at-risk student in the program and also have the following roles in the middle and elementary schools:

- providing instruction in basic skills
- monitoring students' performance in classes outside the special program
- providing emotional support for students experiencing stress
- networking with administrators, counselors, teachers, and Student Assistance Program (SAP) specialists regarding credits earned, extracurricular activities, and progress
- providing weekly contact with parents
- providing basic assessments of students' needs prior to their being assigned to the programs
- following up on attendance problems and maintaining daily contact, if necessary

One or more of the following criteria are required for students who enter the TRY program:

- They function two or more years behind grade level in one or more of the following areas: language arts, mathematics, social studies, science, and reading.

- They demonstrate a pattern over time of a lack of respect for parents, teachers, authority figures, and peers.
- They must not have Exceptional Educational Needs (EEN).
- They are reacting to unsettled domestic situations, sexual abuse, alcohol and drug problems, physical abuse, emotional abuse, physical or mental health problems, parental problems, or death.
- They have problems with attendance or a demonstrated lack of attendance despite normal intervention strategies. Normal intervention strategies would have to first be attempted and implemented without success in order for a student to qualify under this criteria.
- They demonstrate a level of resistance to normal intervention efforts.
- They demonstrate a need for personal social skill instruction that will allow them to be more successful in cooperative learning situations.
- They demonstrate dysfunctional learning style in the traditional environment.

The school district's philosophy is that all teachers, support staff, and administrators own the responsibility for students at risk.

There are approximately 200 students at risk at the secondary school level. All teachers must understand how to work with these students, modify courses, and network with other people and resources available within the school to serve these populations.

Oregon School District

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Background

The changes in the graduation requirements contained in the Wisconsin Educational Standards have greatly affected students who are behind in credits. These are frequently the same students who are identified as at risk. Oregon High School has two initiatives that attempt to help students short of credits and at risk of not graduating because of their credit deficiency. The first program described, Project 23, is a full-day program. The second program, STAY IN, is structured as an independent study program and requires students to be in school for a half-day schedule.

Profile

Project 23

Project 23 is a program for students who are one or more years behind their age or grade level in mathematics or reading skill levels, or who are behind their peers in credits earned. They may also be dropouts who are returning to school or students who have the potential for dropping out. All referrals to the program come through the guidance department. While the program is designed primarily for juniors and seniors, exceptions are made to meet the educational needs of all students in the high school.

The program consists of a classroom component and a work experience component. Classroom lessons focus on decision-making, identifying personal skills, investigating occupations, setting personal goals, securing a job, success on the job, and learning to live independently. The class meets every day for one class period both first and second semester. Each lesson takes two to three days to complete. The remaining days are spent working on assignments from other classes.

The Project 23 teacher is in weekly contact with each student's other teachers to monitor their progress. The teacher also acts as each student's advocate and monitors his or her progress throughout the school day.

Lessons covered include the following:

Semester One

1. Introduction to Project 23
2. Decision making

3. Exploring the World of Work
4. Identifying Skills
5. Relating Values to Employment
6. Relating Income Needs to Employment
7. Investigating Occupations
8. Satisfaction Through Leisure Time Activities
9. Getting What You Want in Life
10. Setting Life Goals

Semester Two

1. Job Hunting
2. Getting a Job
3. Succeeding on the Job
4. Self-Evaluation/A Key to Advancement
5. Leaving a Job
6. Managing Your Money
7. Consumer Protection
8. Buying a Car
9. Credit and Installment Buying
10. Using Bank Services

One-fourth credit is given for each quarter for a total of one credit a year. Parent conferences are required each quarter.

The Project 23 work experience component is separate from the classroom component and is not required. To qualify for work experience credits, a student must show the Project 23 teacher a willingness to learn and a positive attitude toward the program. In order to earn the quarter's credits, a student must average 12 hours of work a week on the job and work six out of the nine weeks. In addition, the student must complete a quarterly self-evaluation sheet and a plan for self-improvement on the job.

Before entering the work component, students must have parental permission, approval from guidance and school administration, a work permit if under 18 years of age, job approval from the Project 23 teacher, and must fulfill the job expectations of the employer and any other requirements set by the teacher. Together, both components may equal two credits a year. The Project 23 teacher visits the students' work site each quarter to discuss student performance and grades with the employer.

Stay In

Students who participate in this program have a history of chronic absenteeism, are credit deficient, may or may not be one or more years behind their peers in basic skills, and are at risk of dropping out of school at the end of the term following their 18th birthday. They have experienced little success in the standard curriculum because they are unable to make a connection between school and the rest of their lives. They generally lack self-esteem and feel alienated from other students, their teachers, and administrators. School has provided few rewards and many failures. For some, their only success has come from work-related areas. The immediate monetary rewards and feelings of accomplishment they receive from working far outweigh the motivation to stay in school and receive a high school diploma.

The Stay In program was developed by the school district as a response to assist these students in meeting the state graduation standard (s. 118.33, Wisconsin Statutes). A basic skills class provides instruction in writing, social studies, science, reading, and mathematics as it relates to specific job skills. One credit per year may be earned in basic skills, with the result being an improved competency level for each student. In addition, these students take the one credit class, Project 23, in life work planning which provides instruction in setting goals, linking individual student skills to work, acquiring and keeping a job, and learning skills for living independently. The remainder of the program consists of an individual work experience program and related vocational electives. The work experience program and related vocational electives count one credit each. Approximately five to ten students enroll in project Stay In each year.

The following state requirements are met through this program:

- The basic skills class provides instruction in written and oral communication, correct grammar and usage, and literature.
- The basic skills class provides instruction in U.S. history, state and local government, and geography.

- The basic skills class provides instruction in basic mathematics processes and beginning concepts of algebra and geometry.
- The basic skills class provides instruction in biology and physical science.
- Students take required classes in physical education with an emphasis on lifetime sports.
- Students take required classes in health education. The project provides instruction in personal health issues with an emphasis on coping skills.

Curriculum for the Basic Skills Class

The class is for students who qualify as seniors by age in years, but who have been retained as juniors because of credit deficiencies. It also may be taken by juniors who are credit deficient, have attendance problems, are one or more years behind in basic competencies, or have behavioral or truancy problems. These students are at risk of dropping out of school as soon as they legally can. This program represents one option that may be requested by the student and his or her parents as an alternative educational program. The student must take required classes in health and physical education along with this course.

Instructional Outline

Writing skills

Objectives:
- Identify misspellings.
- Watch for punctuation and capitalization.
- Be aware of correct grammar and usage.
- Understand dictation and style, sentence structure, and organization.
- Practice written and oral communication skills.

Social studies skills (U.S. history, state and local government, and geography)

Objectives:
- Answer questions based on maps, graphs, tables, and cartoons.
- Recognize the main and supporting ideas from readings.
- Draw conclusions and understand points of view.
- Decide whether statements are fact or fiction.
- Remember what has been read or learned.

Science skills (biology and physical science)

Objectives:
- Answer questions based on diagrams, graphs, and illustrations.
- Recognize the main and supporting ideas from readings.
- Use context clues and word structure clues to learn new words.
- Create a card file of new words and meanings.

Reading skills (general, prose, practical, poetry, and drama)

Objectives:
- Recognize the main idea and identify supporting details.
- Use context clues and word structure clues to learn new words and meanings.
- Make inferences about word meanings, characters, settings, and happenings.
- Identify the mood and tone of readings.

Mathematics skills (arithmetic, geometry, and algebra)

Objectives:
- Add, subtract, multiply, and divide whole numbers.
- Solve problems using tables and graphs.
- Use key words and estimate answers in solving word problems.
- Compute averages.
- Write and practice rounding decimals.
- Reduce, add, subtract, multiply, and divide fractions.
- Determine percentages.
- Work with measurements.
- Add, subtract, multiply, and divide positive and negative numbers.
- Work with exponents, square roots, order of operations, numerical statements, algebraic expressions, substitutions, formulas, combining like terms, equations, ratios, and proportions.

- Work with angles, triangles, circles, polygons, volume, rectangles, and coordinate grids.

School District of Beloit

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Background

The School District of Beloit recognizes that the needs of students at risk must be met through a holistic approach to programming. Programming needs to move beyond identification and intervention by placing the focus and priority on high student achievement expectations for all students, including those who are identified as being at risk of not succeeding in school.

Early, varied, and systematic identification and interventions for students, in addition to parent involvement, can become the avenue to successful programming for individual students. The expectations demonstrated for students must reflect commitment to the philosophy that all students are able to succeed. Identification should in no way lower expectations for student achievement. Students may require varied routes to attain that high level of achievement, but all children can succeed.

The School District of Beloit believes that those varied routes to success begin with the child, his or her environment, and his or her needs. First, parents and teachers must be assisted and supported in maintaining high expectations and appropriate learning environments for the student. Second, the district's own practices need to be carefully reviewed and unsuccessful and nonresearch-supported practices need to be eliminated. Third, new and varied partnerships and collaborative relationships need to be established with business and industrial colleagues, educational counterparts, and the informal community of educators to create a complete environment for continuous learning.

Chart 1 (page 49) illustrates the procedures established in the district.

A variety of Children At Risk programming options are available in the district. They are listed in Chart 2 (page 50).

The district approaches Children At Risk programming with an emphasis on the learning environment that a student needs to succeed in school. One of the school district's goals is to change how staff view students who have trouble in the classroom. They hope to move from the perception that failure is forever to see failure as the first step toward success. In addition, there are program options conceptualized along a continuum that moves from minor modifications in the classroom to alternative programs that take the student out of the classroom.

Chart 3 (page 51) illustrates how the district tries to meet each student's needs by moving from the outermost circle inward. Modifications that are least disruptive to the student are the first programming options to be considered. If they are not successful in meeting the student's needs, program options further into the circle, such as those in Chapter 1, are considered. The last step moves to the innermost circle of options, which contains programs such as the Alternative High School and other specialized programs.

Each building principal in the school district is responsible for overseeing the identification and programming for children at risk in the building. Attendance records are used to determine the number of absences incurred by each student. Reports from the youth liaison and police liaison are used to identify adjudicated youth. The School-Age Maternity (SAM) and

Single Parent/Homemaker Project programs identify school-age parents. Students' reading and mathematics grade levels are determined by skill level, achievement of the program objectives, standardized achievement test scores, current report cards in English and mathematics, and credit reports prepared at the senior high school.

The names of the students identified through these procedures are reported to the district's Children At Risk coordinator. The parents and students are contacted and informed of appropriate program modifications and interventions available to help ensure the students' successful completion of graduation requirements. The district's curriculum support teacher for children at risk works with each student's home school to provide services to meet the student's needs and to provide support to classroom teachers who need adaptation strategies.

Students who need to participate in the alternative programs are enrolled into specific programs servicing students at risk through the building-level Teacher Assistance Team (TAT) process. The TAT is a problem-solving team and a place where teachers who need input can tap the expertise of their colleagues to devise modifications which may lead to a more successful classroom experience for a particular student. Students referred to the building-level TAT for attention are reviewed by teachers and resource personnel to determine the most appropriate modification for the student. Before a student is removed from a classroom and transferred to another program such as the Alternative High School, a series of steps to keep the student in the high school should be undertaken; the alternative program should be used as a "last step" approach.

District personnel need to review the student's needs before a student is automatically put in alternative programs. This ensures that pullout programs are not dead ends or dumping grounds for problem students. Also, the district's alternative program does not preclude the student returning to the high school for a diploma. In fact, some students attend the Alternative High School part-time and spend the rest of their day at the high school. The Alternative High School does not teach different courses, but uses different strategies to teach the same content. It has the potential for helping students catch up on credit deficiencies through the work experience program or the job skills course. Conferences with parents confirm the modification plan for the students, and parent signature is obtained for implementation of the recommended modifications.

The plan of service in the Beloit system includes curriculum modifications, alternative programs, remedial instruction, parental involvement, pupil support services, identification and use of community support service providers, and preparation for work including career exploration, employability skills, and occupational skills. It also uses other approaches and services that have demonstrated success in meeting the needs of children at risk such as in-school suspensions and the smoking clinic, and coordination between existing programs, resources, and services in the school district and community.

Examples of special programming that is designed to meet the needs of students at risk in the School District of Beloit follow.

Job Skills Class: Within the structure of the Alternative High School, students are offered the opportunity to sit on the other side of the hiring desk. Students in this class become the employment committee for the work experience program of the Alternative High School programs. They advertise and interview fellow students for the jobs available within the administrative building. Upon hiring a worker, the class then becomes responsible for ensuring that the worker performs his or her job appropriately. They also have the responsibility of working with students who are having difficulty. The opportunity to be the "boss" carries great responsibility. As students learn what it is like to be the boss, they also assess their own employability skills.

Pupils Requiring Extra Preparatory Services (PREPS): This is a scheduling modification for tenth graders who are credit deficient when they arrive from junior high school. A direct response to the graduation standards, it

requires students who come to high school credit deficient to participate in the program or return to junior high school to make up credits. These students participate in the Academic Support Laboratory, which provides a structured program in study skills and academic tutoring and monitors their progress in other classes.

The district's belief that the learning environment needs to be adapted to meet the needs of all students has led to development of an extensive inservice program that helps teachers rely on resources within the classroom rather than on pullout programs. This means the district not only works with the students through programming, but also provides inservice training for staff to illustrate new teaching strategies that are useful for all children. Particular emphasis is placed on incorporating individualized needs into the regular classroom so pullout programs become a last alternative rather than the first alternative for meeting the needs of students at risk.

K-12 instructional strategies used in the classroom include the following:

Cooperative Learning: This strategy of teaching reduces the emphasis on the acquisition of knowledge solely from the teacher. Students are teamed together to assist each other in the development of social and educational skills. The goal structure of the lesson changes from the traditional, individual, or competitive objective to one based on cooperation and team learning. These are the elements of a worker who will be able to work with peers and learn from the working environment.

Learning Styles: Students are assisted in determining the manner and environment in which they learn best. Teachers also focus on the manner and environment they create as they teach. Teachers and students working together are able to create new environments and learn to adapt their responses to an environment in order to acquire maximum benefit. Awareness of one's own learning style allows personal control over the acquisition of new knowledge. This skill is necessary for those coming into the world of work whose careers will change many times over the course of their working years.

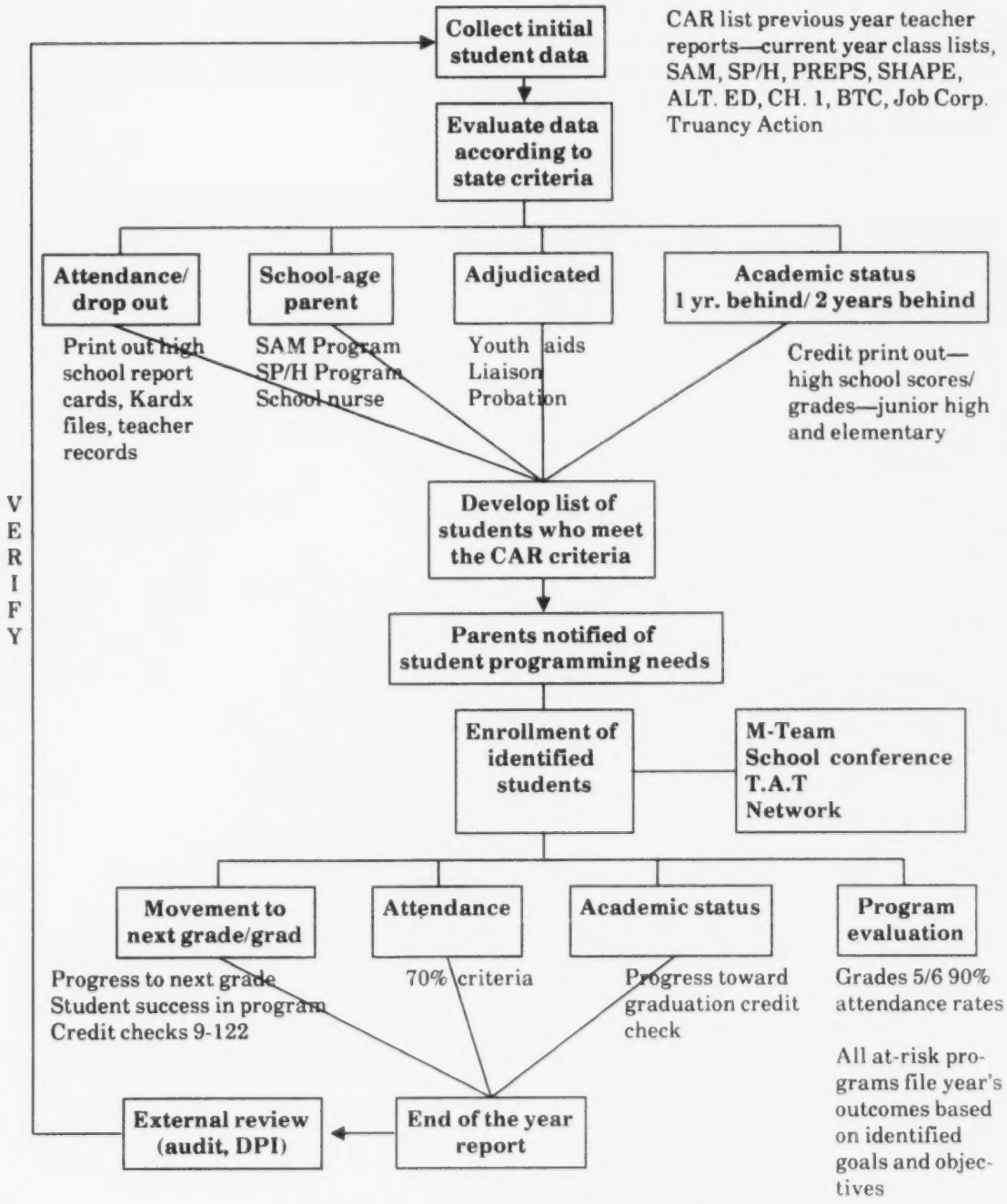
Teacher Expectation and Student Achievement (TESA): This initiative focuses on teacher interactions with students. The five-month program has teachers target perceived high- and low-achieving students for equitable distribution of response opportunities, feedback, and praise. This program's premise is that teachers interact differently with students perceived as high-achievers, giving them the best learning situations, and limiting the achievement of perceived low-achievers by lowering expectations. Educators, therefore, limit students' access to an equal opportunity to learn. Teachers learn to identify their own interactions with students and make necessary behavioral changes that positively affect achievement and self-concept.

Working with a Mobile Student Population: The mobility rate in Beloit schools is about 23 percent, and teachers have become frustrated with the rate at which pupils come into and leave their classes. Continuity is very difficult. Instead of focusing on the disruptions these mobile children bring to the classroom, the school district is trying to change the teachers' perceptions and have them accept the reality that many students will not be in the classroom from September to June, and that this needs to be addressed. Teachers need to find ways to stabilize students who are only in the classroom for a limited period of time. This might involve a strategy such as mapping the curriculum so the student and staff have a clear sense of what has been learned to date and what still needs to be mastered. Students could take that curriculum map with them to their new classroom.

Students who move frequently need to be made aware of the concept of "school" and how what was learned in their previous schools is connected to learning in a new school. They will learn to make projections about the new school and how to become independent learners and problem-solvers.

Chart 1

Children At Risk Process


Collect initial student data
CAR list previous year teacher reports—current year class lists, SAM, SP/H, PREPS, SHAPE, ALT. ED, CH. 1, BTC, Job Corp. Truancy Action
Evaluate data according to state criteria
Attendance/ drop out
School-age parent
Adjudicated
Academic status 1 yr. behind/ 2 years behind
Print out high school report cards, Kardx files, teacher records
SAM Program SP/H Program School nurse
Youth aids Liaison Probation
Credit print out—high school scores/ grades—junior high and elementary
VERIFY
Develop list of students who meet the CAR criteria
Parents notified of student programming needs
Enrollment of identified students
M-Team School conference T.A.T Network
Movement to next grade/grad
Attendance
Academic status
Program evaluation
Progress to next grade Student success in program Credit checks 9-122
70% criteria
Progress toward graduation credit check
Grades 5/6 90% attendance rates
All at-risk programs file year's outcomes based on identified goals and objectives
External review (audit, DPI)
End of the year report

School District of Beloit—Beloit, Wis.

Chart 2

Children At Risk Programming

Elementary: Pre-kindergarten-6

Academic	Rainbow Room EXCEL	Chapter 1 Pre-K School-based	Chapter 1 Pre-K Home-based	Chapter 1 K-6 Math & Lang. Arts	P-5
Make-up	Summer School		ESL Tutoring	Special Education	
Organizational	Teacher Assistance Team	Reduction in Tracking			
Strategies	TESA, Cooperative Learning, Teaching the Mobile Student, Teaching to Learning Styles, Talents Unlimited				

Junior High: 7-9

Academic	Academic Support Lab	Reading/English Rotation	Team-Taught Classes	Special Education
Make-up	Summer School			
Organizational	House Plan for 7th grade IST	Standardization of attendance processes and request for program modification procedures		Youth Aids Liaison
Vocational	Vocational Liaison	JTPA	SP/Homemaker	WECEP
Alternatives	SAM			
Strategies	TESA, Cooperative Learning, CRISS			

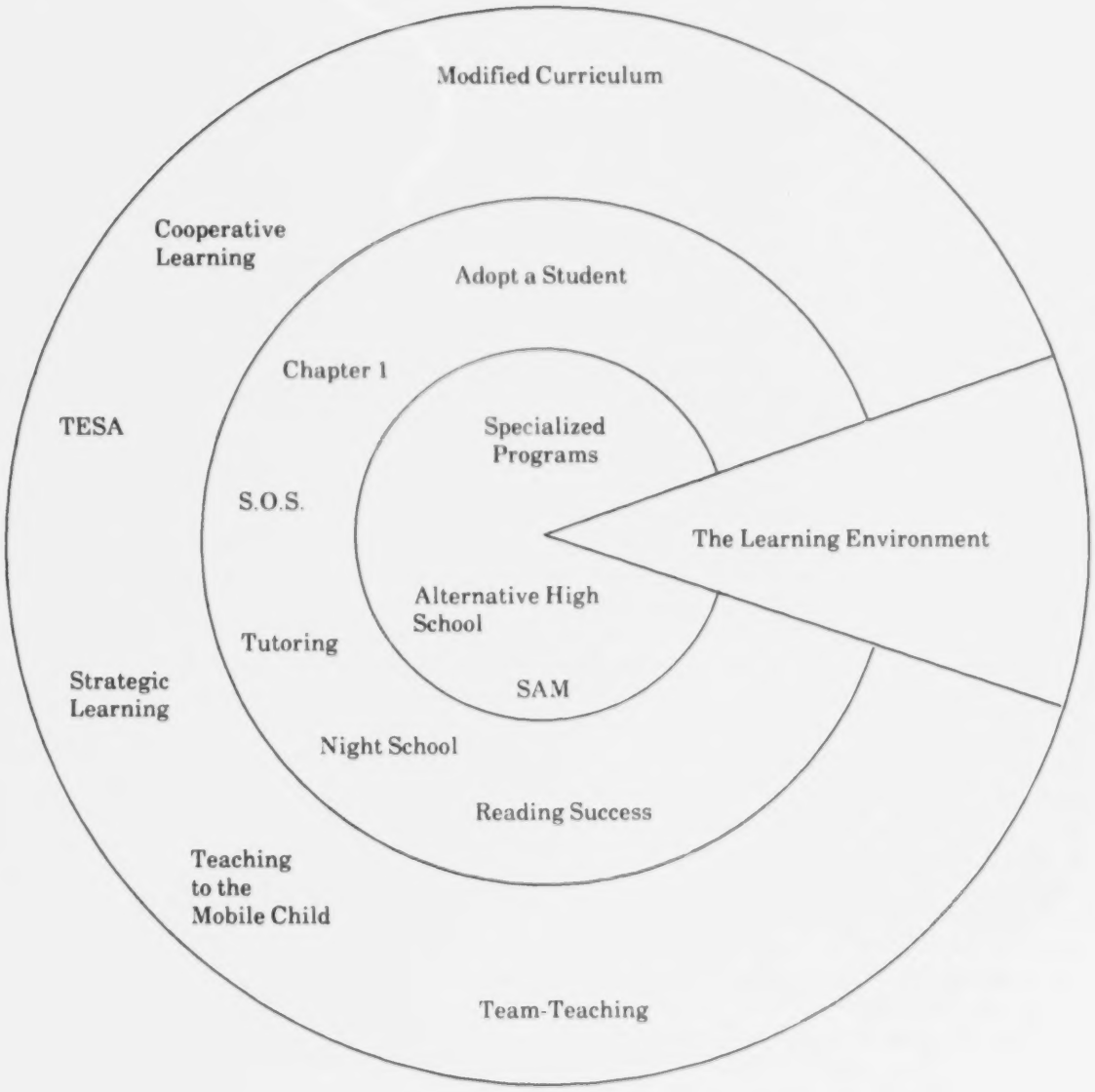
Senior High: 10-12

Academic	Academic Support Lab	LD Study Skills	Special Education	Team-Taught Classes	
Make-up	Summer School	Night School		ESL and Special Tutoring	
Organizational	PREPS	Standardization of attendance processes and request for program modification procedures		Youth Aids Liaison	
Vocational	DVI	JTPA	Job Skills Class	SP/Homemaker	Summer JTPA
Alternatives	SHAPE (Senior High Alternative Program		Alternative E.D.	SAM	
	High School Equivalency-Technical College		Adolescent Day Services (ADS)	*Home-Bound Study Job Corps	

*Not currently utilized

Chart 3

Programming Options



Providing a Challenging Curriculum 5

Overview

Recommendation #4: Provide a challenging academic curriculum to all students, including children at risk.

Many students at risk come to school lacking the skills needed for academic success. These students start out behind their peers and continue to fall further and further behind. Common practice in many schools is to remove these students from regular classrooms to provide remedial services. Unfortunately, this practice perpetuates academic difficulties by institutionalizing these students as slow learners. Concomitantly, remediation outside the regular classroom reduces self-expectations and the expectations of teachers, resulting in the unintended consequence of even greater academic differences between peers. In addition, the remedial curriculum is often fragmented and dull. By the time remedial students reach the later grades, they cannot handle tasks that require comprehensive knowledge and thinking skills. To further complicate the problem, remedial curricula usually emphasize the mechanics of learning without the substance that will keep the student interested and motivated in school.

The task of meeting the curricular needs of these students is not easy. Such students stand in stark contrast to the enthusiastic, bright children who reaffirm the success of educators. Leading educators such as Henry Levin of Stanford University and Robert Slavin of Johns Hopkins University have suggested alternative approaches to this remediation. They propose that schools provide an academic curriculum designed to challenge all students. For students at risk academically, this means designing a plan for "accelerated learning" which will result in students catching up with their peers early in their schooling. The goal of the accelerated school is to bring all children up to grade level by the end of sixth grade.

The curriculum should be rigorous and inspiring for all. Core curriculum objectives must be met by all students. Students should not be arbitrarily restricted from learning opportunities through rigid tracking. The idea is to set a single high performance standard and demand that every student meet it. "A child won't gain a sense of pride by accomplishing a Mickey Mouse task." (Levin, 1988.) Effective programs must be based upon raising expectations. Programs must provide vivid examples, interesting applications, and challenging problems rather than emphasize repetitive learning. And finally, they must set explicit timelines for bringing these students back into the mainstream.

The way to reduce the number of students who need remedial services is to provide the best possible instruction to all students according to their needs. Therefore, teachers should try to use strategies that have been shown to increase achievement with students at risk. Slavin

(1988) has found that nearly all the successful programs for classroom change were either continuous progress models or forms of cooperative learning.

Continuous Progress Programs: In these programs, students proceed at their own pace through a sequence of well-defined instructional objectives. The objectives are taught in small groups to students with similar skill levels. Groups cross grades and group membership is fluid as students are regrouped after each assessment.

Cooperative Learning: In cooperative learning, students work in small learning teams. Each team member is expected to contribute to the work completed by the group.

The task is not easy. All children do not learn at the same pace or need the same type of support mechanisms to master a competency or skill. This means educators need to put a challenging curriculum in place while at the same time instituting support services that will ensure equal access to the curriculum for all students. It is critical to provide all the support, motivation, alternative learning strategies, and practices that students need to reach that standard.

Existing Programs

Accelerated Schools for At-Risk Students

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Background

Levin refers to students at risk as "academically disadvantaged students." Traditionally, such children have been removed from the regular classroom and placed into remedial or compensatory settings early in their schooling. In most cases this results in lowered expectations, lower student performance, and lower self-esteem. Instruction in these remedial settings is slowed and the child falls further and further behind the mainstream. With no specific timelines for success, and a noted lack of parental involvement, this traditional approach ensures a continuing educational disadvantage.

In contrast to this approach, Henry Levin has developed an educational philosophy and a set of exemplary practices which direct an educational program designed to benefit students at risk by accelerating their education in all curricula. Levin not only supports an accelerated curriculum within a classroom, but believes that accelerated schools should have the goal of closing the achievement gap between educationally disadvantaged students and those functioning at grade level by the end of sixth grade. He proposes not only a faster-paced and more challenging curriculum, but also structural, governance, instructional, community, and parent outreach strategies that support the aim of bringing the disadvantaged into the educational mainstream.

The accelerated school model has been adopted by schools in California, Missouri, and Illinois. The following description contains a general outline of the program, with emphasis on the academic curriculum that is designed to challenge all students, especially those at risk.

Educators agree that one of the most serious challenges facing education in the United States is to raise the academic performance of the educationally disadvantaged or students at risk. The goal of this plan is to bring the disadvantaged back into the educational mainstream by the end of elementary school.

The educationally disadvantaged enter school with lower levels of performance in areas that are emphasized by schools. Over their schooling years, the achievement gap tends to grow between these pupils' school performance and that of their nondisadvantaged peers. To close this gap, disadvantaged children must learn at a faster rate than other children. Therefore, Levin concludes the interventions for these students must be based upon principles of

accelerating their learning beyond their normal rate. This means educators need to increase the amount of learning that takes place within a given period of time.

Accelerated education is defined as any instructional strategy designed to substantially increase the overall pace of learning. Two criteria distinguish this strategy from other interventions. First, it is characterized by a systemic underlying approach designed to affect a large set of learning influences rather than being restricted to a narrow aspect of the learning process. It represents broad changes in the nature of instruction, use of time, and attempts to enhance student capacity and effort. Second, it is characterized by a purposeful set of accelerated goals. The overall effect is to raise pupils' achievements substantially.

Disadvantaged students begin school with a learning gap. The traditional model of intervention usually assumes these students will not be able to maintain a normal instructional pace without prerequisite knowledge and learning skills. Thus, they are placed into less demanding instructional settings. This approach is considered by educators to be both rational and compassionate but, according to Levin, has exactly the opposite consequence.

The process of removing students from regular classes to provide remedial or compensatory educational services usually results in reduced learning expectations and stigmatizes the group with a label of inferiority. In contrast, an effective approach should focus on creating learning activities characterized by high expectations and high status for the participants.

Traditional interventions are not necessarily designed to bring students to the point where they can benefit from mainstream instruction and perform at grade level. There are no timetables to do so and there are rarely incentives or provisions for students to move from remedial instruction back into the mainstream. Consequently, they fall further and further behind their nondisadvantaged counterparts. Since these students are expected to learn at a slower rate, the achievement gap grows. A successful program should set a deadline for closing the achievement gap and ultimately enable them to benefit from mainstream instruction.

By deliberately slowing the pace of instruction, educators emphasize endless repetition of material through drill and practice. Exposure to concepts, analysis, problem-solving, and interesting applications is often put aside. Mechanics are stressed over content. An effective curriculum for the disadvantaged should be faster-paced and actively engage the interests of such students to enhance their motivation, and should include concept analysis, problem-solving, and interesting applications.

The amount that a student will learn depends on four factors: capacity, effort, time devoted to learning, and quality of learning resources.

Capacity refers to the personal attributes of each student. The term includes factors related to intellectual ability, personality, health/nutrition, and the emotional state of the learner.

Effort describes how intensely capacity is used to achieve learning for any given time devoted to the learning task.

Time refers to the period devoted to a specific learning endeavor. In general, the higher the exposure to a particular learning activity, the more that will be learned.

Quality of learning resources refers to the amount and type of resources available to the student. This consists of factors such as the quality of teaching, characteristics of the curriculum, organization of instruction, availability of textbooks and learning materials, characteristics of peers, and the quality of the learning facility and home environment.

These components can lead to a variety of intervention strategies. For example, disadvantaged children commonly lack access to the nutritional, medical, dental, and housing resources that enhance their capacity to learn. Even with much effort, much time devoted to learning activities, and high quality learning resources, their capacity is limited by their personal circumstances. Thus, one strategy would be to improve a student's capacity to learn by changing these aspects of his or her life through better health care, nutrition, and housing.

Another example involves both the amount of time and the way it is used. Accelerated strategies should increase the amount of time

devoted to specific learning activities and the effectiveness of how that time is used. Under certain conditions, an increase in time could result in a reduction in student efforts if the strategy used to teach is directed by the needs of the student.

Levin concludes that strategies to accelerate learning should operate on all four of these dimensions rather than any single one, and should be designed to take into account interactions among the four factors.

The design and implementation of successful educational programs will require involvement of parents, use of community resources, and extensive participation of teachers in formulating the interventions to be provided.

Applying These Lessons

An effective approach to educating the disadvantaged should be characterized by high expectations, deadlines by which such children will be performing at grade level, stimulating instructional programs, planning by the educational staff, and use of all available resources including involvement of the students' parents. In addition, it should use instructional strategies that are particularly appropriate for the disadvantaged and make better use of time.

The goal is to enable disadvantaged students to benefit from mainstream secondary school instruction by closing the achievement gap in elementary school. This means more than bringing pupils up to grade level in basic skills as measured by standardized tests. It also refers to their capabilities in problem-solving and communication and their self-concept as learners. It is also designed to be a school dropout prevention program by eliminating the most important single cause of dropping out: serious achievement deficits.

Major Assumptions Underlying Accelerated Schools

The focus is on the school as a whole rather than on a particular grade, curriculum, approach to teacher training, or to more limited strategies. There are three major assumptions underlying the accelerated schools approach.

1. The strategy must enlist a unity of purpose among all participants, including agreement among parents, teachers, and students on a common set of goals for school that will be the focal point of everyone's efforts. The focus should be on bringing children into the educational mainstream so they can fully benefit from further schooling experiences and adult opportunities.

2. The strategy must empower all major participants and raise their sense of efficacy and of responsibility for the outcomes of school. This refers to the ability of key participants to make important decisions at the school level and in the home.

3. The approach must build on the strengths of the participants rather than decrying their weaknesses. This means using all the learning resources that students, parents, school staff, and communities can bring to the educational endeavor.

Levin also notes that school-based administrators are underused by being placed in command roles rather than working creatively with parents, staff, and students. Communities that have resources such as youth organizations and senior citizen groups should view them as major assets to draw upon for the schools and the children.

Features of the Accelerated School

These schools have several prominent features.

- School-based governance: The actual choice of curriculum, instructional strategies, and other school policies should be decided by the school instructional staff within parameters set by the school district.
- A clear set of goals: An overriding goal is to bring student academic performance up to grade level to prepare students for mainstream educational opportunities by the completion of elementary school. School goals should also consider student attendance and participation, teacher attendance and morale,

a vandalism and behavior program, and school contributions to the community through the arts and community service.

- Pupil and school assessment: The program needs an assessment system that evaluates the performance of children at school entry and sets a timeline for them to reach their goals. A schoolwide assessment system needs to be established to measure progress towards other goals such as parental involvement, student and teacher attendance, and student participation.
- Nutrition and health: The capacity of children to learn is heavily conditioned by their nutritional status and health. Especially important are undiagnosed and untreated hearing and vision problems. Schools should work with families and various community social service agencies to diagnose and address nutritional and health care needs to improve students' capacity to learn.
- Curriculum: Major curriculum features should include a heavily language-based approach to all subjects, including mathematics. An emphasis should be placed on analysis, concepts, problem-solving, and applications in all subjects from early primary grades. It is important to develop interesting applications that relate to the daily lives and experiences of the children. Writing should begin in the primary grades and students should be exposed to all forms of writing. Most importantly, the students should be active subjects in their learning rather than passive objects. It should be remembered that the arts and physical activities can serve in making the school a vibrant and attractive experience.
- Instructional strategies: The instructional pace must be adequate to keep students attentive and learning at a productive rate rather than deliberately slowed down, as remedial instruction often is. Peer tutoring has been shown to be an unusually effective approach. Cooperative learning is another effective strategy among diverse groups. The use of outside homework is important in teaching independence and self-reliance. There may be group or individual assignments. These strategies focus on expanding student effort, the amount of time for learning, and the quality of learning resources.
- Community resources: Accelerated schools must enlist all resources at their disposal to accomplish their mission. Resources may include adult tutors, local businesses, social service agencies, youth agencies, and enrichment programs offered during weekends and summers.
- Parental participation and training: Parents should be asked to affirm an agreement that clarifies the goals of the accelerated school. Parents are obligated to be supportive and set high educational expectations for their children, talk to them regularly about the importance of school, and take an interest in their children's activities. Parents are to encourage their children to read on a daily basis. Parents should also be given an opportunity to interact with the school program and to receive training for providing active assistance.
- Extended daily service: Following the end of the normal school day, an extended day program would provide rest, physical activities, participation in the arts, and time for completing independent assignments. Students can receive learning assistance during this time. Summer sessions can also be used for this purpose.

Through the accelerated schools approach, the schools can take responsibility to educate all children to be productive learners with a viable future.

Janesville School District

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The Janesville School District has several programs in place which represent its response to the unique needs of students at risk of not completing high school. During ninth grade, students who are identified as at risk spend one

to two hours a day on study skills and reading programs and are monitored though their transition to high school.

When they reach tenth grade, students who are not successful in the classroom, who feel alienated from the school, or have attendance problems have the opportunity to participate in a self-contained School-Within-A-School (SWS).

Student Selection

Students are selected using the following criteria:

- history of poor attendance
- history of poor grades, usually failing two or more classes for the semester
- lack of basic skills
- background of family problems
- poor self-image
- disruptive in the regular classroom

Students are referred by staff, counselors, and administrators. Once a student has been referred, records are reviewed and names are brought to the school committee for final review. Contact is then made with the parents who may request an interview during which the program is explained. Students and parents are given three school days to complete and return application and permission forms, and the student is enrolled in the program.

The program operates under the assumption that a positive self-image is required in order to be successful in school and on the job, and aims at providing each student with some degree of success and recognition. Chances of achieving these goals increase within a highly-structured learning community. This also increases the probability that students will acquire the fundamental academic skills necessary to succeed in the regular classroom. The program goals are

- to help each student reach minimum proficiency levels in reading, writing, and mathematics;
- to help each student build an image of himself or herself that is consistent with his or her need to feel useful, needed, and important;
- to help each student recognize how responsible behavior can lead to feelings of greater self-esteem;
- to help each student understand the relationship between academic success and vocational success; and
- to help each student become a productive member of society (i.e., working and being self-supporting).

The academic requirements for the tenth grade SWS follow:

- Each student will be required to meet all the requirements necessary to graduate from high school.
- Each student will be enrolled in a course of career development and personal development.
- Each student is expected to work toward minimum proficiency levels in mathematics, English, and reading.
- Each student is expected to enroll in one vocational course, if possible.

Regular class attendance is an absolute necessity. Each parent must agree to encourage regular attendance. Parents are notified by telephone of all class absences. Students will be dropped from the program if attendance is not maintained according to attendance standards established by the school.

Because the School-Within-A-School program is a one-year program, students return to regular classes at the end of the year. It is the school district's goal that all students succeed, however, student success is controlled by many variables that are out of the school's control. The district feels that success is directly related to personal commitment toward program goals and objectives and by student, family, and peer attitudes toward school.

The curriculum topics illustrate the different strategies used to deliver instruction For example, the School-Within-A-School mathematics curriculum is based on an applied mathematics concept. The purpose of the curriculum is to provide students with a solid background in basic operations and to apply that knowledge to everyday life.

Classroom activities such as lectures, discussions, sample problems, directed practice problems, and assigned problems, along with quizzes

and tests are used to measure students' understanding of topic areas. The units studied are listed below.

SWS Mathematics Topical Outline

I. Review of basic operations
   A. Whole numbers
   B. Fractional numbers
   C. Decimal numbers
II. Proportions
III. Percents
IV. Income from wages
V. Budgeting income
VI. Banking
   A. Checking accounts
   B. Savings accounts
   C. Loans
VII. Investments
VIII. Transportation costs
   A. Car purchases
   B. Car insurance
   C. Car operation cost
IX. Travel
X. Housing
XI. Introduction to algebra
XII. Area volume unit
XIII. Introduction to geometry

SWS Social Studies

I. Skills covered during the year
   A. Research skills
      1. Card catalog
      2. ERIC searches
      3. Readers Guide
      4. Topic searches
   B. Graphing—various kinds
   C. Map skills
      1. Local map reading using symbols
      2. Wisconsin area
      3. United States
      4. World
      5. Directions
   D. Newspapers—how to read, what to look for, what they contain
   E. Ability to relate past to present
   F. Problem-solving
   G. Group dynamics
   H. High-level thinking (evaluative and analysis)

II. Basic course outline
   A. Sources of history—1 week
   B. Rights—4 weeks
      1. Students
      2. Bill of Rights
      3. Gender
      4. Minorities
      5. Responsibilities
   C. Violence—7 weeks
      1. Research—"how to" is introduced
      2. Annotated bibliography is done on one of nine forms of violence given
      3. Issues of violence covered
         a. Gang violence
         b. Abuse within families
         c. Crime
         d. Rape
         e. War
         f. Pollution
         g. Violence on television
   D. Newspapers, other media—2 weeks
      1. How to use
      2. What's available
      3. Effects of the media on society
   E. Propaganda—2 weeks
      1. Forms
      2. Uses
      3. Advertising
   F. Semester finals
   G. Geography—9 weeks
      1. Local
      2. State
      3. United States
      4. World
      5. Related skills
   H. Minorities—3 weeks
   I. Civil law—3 weeks
   J. Criminal law—3 weeks
   K. Final

SWS Science

SWS Science is a course designed to provide students with a solid, broad-brush understanding of important science concepts. Methods of instruction vary during each class session and may include lectures, discussions, observation, laboratory exercises, and written and oral reports.

Students at the high school must successfully complete two years of science to meet graduation requirements. SWS students are often in need of one or two semesters of science. Science is offered to SWS students on a semester basis. The first semester emphasizes biological science, while the second semester emphasizes physical science. The units studied are listed below.

Topical Guide

I. Semester 1—Biological Science
   A. Scientific method
   B. Historical analysis of biology
   C. Basic microscopes—basic understanding
   D. Cells
   E. Cellular reproduction
   F. Genetics
   G. Animal diversity
   H. Taxonomy
   I. Animal study—phylum comparisons
   J. Human anatomy and physiology—an overview
II. Semester 2—Physical Science
   A. Applied and pure science
   B. Scientific method
   C. Measurement
   D. Chemistry
   E. Physics
   F. Weather
   G. Earth Science
   H. Ecology

SWS Career Development

The School-Within-A-School year-long Career Development Class is designed to improve a student's job readiness skills before employment, enhance relationships and interactions between employee and employer, and teach how to budget mony earned on the job. The course contents are listed below.

I. Decision-making
II. Goal-setting
III. Finding job leads
IV. Personal data papers
   A. Resume
   B. Letter of application
   C. Job applications
V. Interview techniques
VI. Interview experience
VII. Follow-up letters

Career Cluster Study. This includes an interview with a local business person and an oral report back to the class.

I. Business Mathematics
   A. Checking accounts
   B. Savings accounts
   C. Loans
II. Budgets
III. Taxes
   A. Federal
   B. State insurance

SWS Computer Class

The School-Within-A-School Computer Class is a one-semester class that meets every other day. The major objective of this class is to establish a working knowledge of the computer and understanding of available software. These content areas are discussed.

I. Understanding Computer Terminology
II. Introduction to the Keyboard
III. Cataloging and Calling Up Programs
IV. Initializing a Disk
V. Saving Programs
VI. Deleting Programs
VII. Graphics
VIII. Use of a Printer
IX. Use of a Modem
X. Word Processing
XI. Database
XII. Spread sheets
XIII. Print shop
XIV. Introduction to Basic language
XV. Elementary programming

SWS Careers Class

The Careers Class is a ninth grade curriculum for children at risk. The class is designed to give support to the student so that school success may be achieved. The curriculum has units covering topics in self-understanding, listening skills, self-evaluation, and job readiness skills.

SWS Everyday Living Class

The Everyday Living Class is part of the School-Within-A-School program. Students enrolled in this year-long class rotate between four segments—home economics, industrial technology, business education, and group interactions, each lasting one quarter. In the home economics segment, units in foods and contemporary living are covered. Industrial technology covers units in problem-solving, basic drafting, and general woods. In business education, units in banking, insurance, and marketing are covered.

During group interactions, all students in the everyday living class work together to develop, design, manufacture, and market a product.

SWS English Classes

School-Within-A-School English courses are dedicated to basic reading, writing, and research skills. The course is built on the belief that writing skills help develop reading skills (and vice versa). Self-expression is a major course objective. A writing class is one of the rare school occasions where individuals are valued for being themselves and students are encouraged to express themselves and their ideas in a myriad of ways—writing, verbally, artistically, and musically. Cultural literacy is also a major course objective. Current events and cultural heritage provide stimuli for many writing assignments and units.

I. Writing
   - A. Everyday English—structure and function, forms, letter writing, letter to the editor, and letter to a Congressperson
   - B. Prewriting—approximately 75 percent of writing time
   - C. Three-part essay writing—introduction (with thesis), body, and conclusion

II. Reading—Major Works
   - A. *Animal Farm* by George Orwell
   - B. *Alice's Adventures* in Wonderland by Lewis Carroll*
   - C. *The Chocolate War* by Robert Comier
   - D. *The Contender* by Robert Lipsyte
   - E. *Death of a Salesman* by Arthur Miller*
   - F. *The Glass Menagerie* by Tennessee Williams*
   - G. *The Nativity* by Sholen Asch*
   - H. *Of Mice and Men* by John Steinbeck
   - I. *The Old Man and the Sea* by Ernest Hemingway*

*May be read with book tapes

It should be noted that a course taught in a Children At Risk program and the methods used to teach it often vary with each group of new students.

In eleventh grade, students move out of the School-Within-A-School and back to the regular school program. This year is conceptualized as a second transition time and is structured similarly to the ninth grade program. Each student is monitored and assigned to one teacher. The staff are responsible for checking on attendance problems, credit deficiencies, and academic problems, and directing the students to school-based and community services that will help eliminate the difficulties associated with reintegrating back into the regular school program. Monitoring continues through the twelfth grade program.

Using Appropriate Instructional Strategies 6

Overview

Recommendation #5: Use instructional strategies that meet the educational needs of children at risk.

The goal of all instructional strategies used to teach children at risk is to reach academically vulnerable students and return them to the mainstream. Students become at-risk academically for different reasons, so curricular strategies must be developed that match appropriate interventions with a student's needs. These strategies can be incorporated into the traditional classroom or used in alternative educational programs. (National School Boards Association, U.S. Department of Education, 1989; Welhage, et al., 1989)

When choosing a strategy, educators should be guided by the strengths of academically disadvantaged youth such as an interest in oral expression, the ability to learn through hands-on projects, the ability to learn to write before reading, and cooperative learning approaches. (Levin, 1988)

The principles guiding an instructional strategy should be to teach the curriculum in a way that guarantees equal access to all students and convinces these students that they can succeed. They need to know that teachers and administrators value them, do not want them to fail, and will not accept their failure. The curriculum delivery system needs to reflect this philosophy. (Charles Stewart Mott Foundation, 1986; Wehlage, et al., 1989) A short description of selected strategies that have proven to be effective with students at risk follows:

Keep up a fast pace. Most students, and especially those academically at risk, become impatient with routine and their lack of faith in their future successes. They also have short attention spans and need short, lively assignments to keep their attention. Organize the curriculum so these students can relate new information to what they already know. The curriculum needs to present the opportunity to progress in small steps. (Levin, 1988; U.S. Department of Education, undated)

Encourage cooperative learning. This is a promising strategy for groups with mixed ability. This strategy works *with*, rather than against the need for peer interaction. Students in the group are assigned tasks that require information-sharing and problem-solving. Students at all ability levels need to interact to complete the assignment. (Levin, 1988; Massachusetts Advocacy Center, 1988)

Understand different learning styles. Children at risk are disproportionately experiential, practical, hands-on learners. They do not respond as well to the abstract and sequential teaching styles of many teachers. These stu-

dents need models and demonstrations instead of lectures and essays. Early and frequent academic success in new learning experiences is needed to counter the loss of confidence from previous failures. Some students may need remedial help, while others might need emotional support. Students with limited English proficiency need to master and feel comfortable in the English language. (Levin, 1988; U.S. Department of Education 1988)

Increase the amount of time students spend actively engaged in learning. Scheduling academic tutoring and support activities in school after school hours, an academically rigorous summer school, and special programs as required by the individual needs of each student can be productive. Incorporate strategies such as coaching through difficult tasks, individualized instruction, and homebound tutoring when appropriate. (U.S. Department of Education)

Limit class size with the goal of providing individual attention to each student. Students accomplish more if they meet regularly with a teacher or supervisor to have assignments checked frequently. (National School Boards Association, U.S. Department of Education, 1989)

Explore alternative educational programs. Some students function better in situations that let them start over with a specially-trained staff. The goal in these programs should be to eventually integrate the student back into the regular instructional program rather than segregating him or her in a remedial "pullout" program. (National School Boards Association, 1989)

Seek alternatives to tracking and ability grouping. Such strategies compound feelings of failure and reinforce the belief that some students will never succeed in school. Students placed in lower tracks receive a poorer education in areas of academic learning, social relationships with teachers and peers, self-concept, motivation and aspiration, and vocational education. In general, the theory holds true that those who have the least continue to get the least. (Levin,1988; Massachusetts Advisory Center, 1988; Sagan, 1988)

Provide students who are discouraged with variety in learning media. The use of various forms of media such as tapes, videotapes, lectures, discussions, records, radio, and television can help a teacher supplement and individualize instruction, and appeal to students through a variety of learning styles. In addition, the novelty associated with a variety of delivery systems can also serve to motivate students. (Levin, 1988; Sagan, 1988)

Build frequent and immediate rewards into the instructional delivery system. A positive self-concept and anticipation of rewards for work well done are critical to the continuing motivation of at-risk youth. (Levin, 1988; Wehlage, et al., 1989)

Existing Programs

Stevens Point Area School District

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Background

The Stevens Point Area School District and community have initiated several instructional, affective, and special programs to provide assistance for children at risk. The district describes children at risk as those who are "subject to forces of environment, family, and/or society over which they have no control and which have an adverse effect upon their ability to learn in school. This adverse effect results in students at risk having an uncertain future as students, workers, and citizens. Unless intervention takes

place, these students are unlikely to become productive members of society."

The district believes that undesirable behaviors left unattended will eventually lead to students becoming disinterested in school. Therefore, it is important to establish an early identification process and systematically apply intervention strategies and comprehensive programs to help these students succeed in school.

Profile

Each school in the district has a student services team that studies the needs of each student in need of intervention services. The purpose is to provide problem-solving assistance to teachers and parents of students experiencing difficulty in school because of academic, behavioral, or health problems. Representatives on the team include the building principal, teachers, and pupil services staff. Their role is to

- collect data on students,
- review all information regarding students,
- solve problems to develop a plan of action,
- conduct and/or manage intervention strategies,
- coordinate activities of all people working with the student,
- evaluate progress and modify plans if necessary, and
- refer students for further assessment and services if necessary.

The school district's curriculum is designed to meet individual needs at the elementary, junior high, and senior high school levels. Instruction in the elementary schools is organized around the unit concept, also known as Individually Guided Education (IGE). This instructional approach allows greater opportunity to use alternative grouping patterns in all subjects and to introduce modifications that fit each student's unique needs. The variety of grouping patterns allows students the opportunity to progress at their own ability.

Students in junior high school are placed in one of three class groupings where instruction is again modified to fit individual needs.

The senior high school program provides many avenues that allow students to earn credits at various developmental levels of instruction. As a result, students identified as academically behind grade level are able to earn course credit because instruction is delivered to fit their needs.

In addition, alternative educational programs are available and, with permission, course substitutions can be made. Further descriptions of some instructional strategies used to meet the educational needs of students at risk in the Stevens Point Area Senior High School are described below.

Project PASS

Educators recognize that some students at risk have trouble organizing their work and need to learn how to study. Project PASS is a response to this need. Students in this program are monitored closely by the guidance staff to be certain they keep up with their school work. Some students are monitored daily, some weekly, and others monthly, depending on the need.

In-School Alternative Program

This is a self-contained School-Within-A-School program within the high school. The problems of students in this program are not deemed severe enough to warrant placement at an off-campus site. Students who participate in the school are not succeeding in the traditional classroom and need to be more closely monitored for attendance, academic progress, and personal problems. Each student's status is evaluated every six months with the goal of eventually returning him or her to the regular classroom. The instructional component is essentially similar to that used in the traditional classroom, but the attention received by each student enables him or her to be more successful in his or her progress toward credit attainment.

Alternative School

The Alternative School is located at an off-campus facility and is used as a resource only

after students have been found to be nonresponsive to a variety of in-school programs. The goal of the Alternative School is to provide a controlled environment for students demonstrating a lack of satisfactory performance in the traditional school setting and to aid those students in earning a diploma.

These are students who have not been successful in the regular school setting, but who still wish to earn a regular diploma. Referrals can be made by staff, parents, or the students themselves.

Classes in the Alternative School are smaller and therefore provide more opportunities for teachers to help individual students. This gives students a feeling of belonging and pride in their school. Smaller classes also mean that attendance can be more carefully monitored.

The Alternative School provides two programs—a Return Program and an Alternative Diploma Program—which are designed to reduce the number of dropouts and increase the number of graduates. Each has a special curriculum geared to help students become more productive citizens.

The Return Program offers students a chance to earn credit toward a regular Stevens Point Area Senior High School diploma. The curriculum is designed around a topical approach to education rather than the traditional academic discipline approach. To illustrate, the current units are Environmental Ethics, Conflict and Its Resolution, Outer Space/Inner Space, Great Ideas, Culture Shock and Theories of Adjustment, and Future Tense (preparing to return to Stevens Point Area Senior High School or to graduate).

The Alternative Diploma Program provides educational instruction for students preparing to take a series of tests leading to a Stevens Point Area Senior High School Alternative Diploma. Students in this program work at their own pace to develop their knowledge and skills in areas of mathematics, science, social science, literature and the arts, health, civics, and employability.

Both programs are staffed by specially-trained teachers and coordinated with other student and community services.

The district also has been involved in many prevention-oriented efforts such as alcohol and other drug abuse programs and an extensive summer school program that offers remedial instruction to students who need to make up for failures or credit deficiencies.

The school district continues to seek help from students, parents, teachers, administrators, community organizations, and social services in identifying students at risk and in coordinating cohesive programs to serve as prevention and intervention activities in their lives.

Trempealeau Valley Cooperative Schools

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Background

The Cooperative Alternative Education Program at Beaches Corner, near Ettrick, Wis., is funded by the Private Industry Council (PIC) and the Western Wisconsin School Systems, known as the Trempealeau Valley Cooperative. The school districts represented are Alma Center, Arcadia, Blair-Taylor, Gale-Ettrick-Trempealeau, Independence, and Whitehall. These five small, rural school districts have combined resources to provide an alternative site for children at risk to complete the credits needed for graduation from their home schools. The program's goals are:

- to enable students who have withdrawn from school, or are in danger of dropping out, to earn a high school diploma;
- to provide these students with an education that will help prepare them for independent living;
- to promote the development of attitudes and behaviors that will enhance these students' chances of finding and keeping gainful employment; and

- to encourage the development of social skills which will facilitate these students' integration into the community and workplace.

Staff who work with children at risk in these five school districts felt these goals could be accomplished more effectively away from the home school. The school districts remodeled the Beaches Corner Community Center, which was formerly a one-room school building. Being away from the home school has helped students to

- overcome negative feelings they may have developed towards attending school,
- develop a sense of ownership and pride in the school,
- learn responsibility through the maintenance of the building and grounds, and
- develop a flexible schedule which does not have to coordinate with the schedule of the home school.

Profile

The Alternative Education Program strives to enable economically disadvantaged students at risk to become economically self-sufficient and contributing members of the community. These students have demonstrated an inability or unwillingness to succeed in the regular school setting using traditional teaching methods. The program strives to establish an environment that is separate and distinct from the one in which these students have already failed, and attempts to adapt itself to the unique needs of children at risk.

Students are referred for enrollment in the program by school personnel, outside agencies, parents, or by the students themselves. The school then completes a referral form that lists the number of credits the student has earned, the number of credits the student will need to graduate, and any required courses that need to be completed.

Once the necessary records have been obtained, the referred student is interviewed to assess his or her interests and goals. A selection committee then evaluates and rates the student to determine if he or she will participate in the program. Selected students must sign an enrollment agreement which outlines his or her responsibilities within the program. Due to the funding, students selected for the program must be eligible under the Job Training Partnership Act (JTPA) and meet at least one of DPI's criteria for identification of students at risk as stated in s. 118.53, Wisconsin Statutes.

An individual course of study, which includes the courses to be taken, hours and days of attendance, credits earned, and credits needed for graduation, is developed for each student.

Each course of study is developed with the student and is signed by the program director and home building principal. This commits the home school to granting a diploma once the course of study has been completed.

The primary curriculum goal is to help students learn the skills necessary to live independently and enter the work force. Students participate in establishing their courses of study with the understanding that some courses are required of all students. Students have several options available to them.

Alternative education curriculum: The bulk of the students' curriculum consists of courses offered by the staff assigned to the alternative center. These courses are selected by the students and the staff, in accordance with students' educational needs. Special course offerings are developed for students with a particular interest or need. Curriculum content includes

- basic academic skills,
- academic skills essential for employment,
- work habits and attitudes,
- daily living skills,
- employment seeking,
- independent living skills,
- advanced academic skills,
- social and behavioral skills necessary for employment.

Failed classes: Students who have completed a regular education course but failed to achieve a passing grade may complete this course at the Alternative Education Center. This may include students who failed a final exam or did not complete a required project. Make-up classes are

coordinated with the home school district and teacher.

Regular education classes: Students may return to their home school district on a limited basis to participate in classes taught by the regular education staff. Grades and credit are awarded by the regular education teacher.

Regular education curriculum: Students may elect to take a class offered at their regular high schools and complete the work at the Alternative Education Center. Students follow home school course outlines and requirements for grading, but receive instruction from the staff at the Alternative Education Center. This is coordinated with the regular education teacher. Pupils can participate in extracurricular activities at their home schools and also maintain partnerships with their home school pupil services staffs.

Work experience: One credit may be earned in an approved work experience setting that follows DPI guidelines. Supervision is provided by the program staff. Currently, half the students work with an area employer who makes Christmas decorations. The work is brought to the school. Time is set aside in the afternoon for students who have the time and interest to participate in the work experience program. The money earned for the work completed goes into a school fund that is used for class trips or other activities. Through the work experience component, students learn job skills, work attitudes, quality control, and how to supervise other workers. The Private Industry Council has expressed an interest in this type of training, which allows students to obtain their high school diplomas and be more employable when they complete the program.

The Private Industry Council and the Trempealeau Valley Cooperative fund the Alternative Education Program. Each district pays a predetermined amount for each of its students in the program. In addition, the legislature provided a grant to the Alternative Education Program which was used to buy computers and other resource materials. A pilot rural alternative education grant was awarded to the Trempealeau Valley Cooperative Alternative Education Program to assist the school districts of Alma Center, Arcadia, Blair-Taylor, Independence, and Whitehall to fund their Children At Risk programs.

The program employs two full-time teachers with direct supervision provided by the program director. The Blair-Taylor District Administrator acts as the program's fiscal agent, provides program supervision, and serves as the liaison between the program and the Board of Superintendents of the Trempealeau Valley Cooperative. An advisory committee helps to coordinate activities with local public agencies and businesses.

Using a separate facility has its shortcomings. For example, it is difficult for students to take advantage of courses that require laboratories or extensive amounts of equipment. However, this is overshadowed by the positive experience students receive when a school district is willing to use instructional strategies that take into account the unique and individual needs of students at risk.

Madison Metropolitan School District

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The Madison Metropolitan School District has two sites where School-Within-A-School programs operate within regular high school buildings. The programs serve students in Madison and nine other school districts in surrounding communities. Each program serves 64 students; 32 juniors and 32 seniors. Mathematics, science, English, social studies, physical education, and career and personal development courses are offered. Course work is tailored to meet the needs of students who plan on joining the work

force or going to a technical school after graduation. Students who wish to go to a college or university after high school must make special arrangements to complete required course work that is not offered within this alternative program.

The School-Within-A-School program was designed around instructional strategies that have proven effective with children at risk. Program success results from

- small size in the classroom and the entire school program, which results in a personalized school environment;
- a practical and work-related curriculum;
- academic work tailored to the needs of the individual;
- clear goals and requirements;
- teacher optimism about students' ability to learn and be successful in the classroom;
- cooperative learning among students; and
- active roles for students in the school and community.

The goals of the program are clear and help students

- achieve positive records of attendance and punctuality,
- earn enough credits to receive a high school diploma,
- increase knowledge and skills in academic subjects,
- develop occupational skills and credentials, and
- feel competent to move into a productive adulthood.

Students who do not work to achieve these goals are transferred back to their former high school program.

The academic portion of the program is offered in the morning. Students take two-hour vocational education courses two afternoons each week and work in the community in a job related to their vocational training the other three afternoons. Juniors can sample four different occupational areas for the purposes of exploration and gathering information. Each involvement is nine weeks long. In their senior year, students choose one occupational area for in-depth study and receive a full year of in-school training and related job training in a business or agency.

Within the career and vocational training component, the School-Within-A-School program offers career awareness and job training in the following occupational clusters: food service, office practice, retailing and merchandising, and health and human services. The accompanying courses and supervised experiences are designed to engage students in work-related activities that help establish positive relationships with adults and teach cooperation and responsibility on the job. The work sites chosen must offer students meaningful work, and employers must be willing to supervise students and teach responsible behaviors. These environments outside the traditional academic classroom offer students opportunities that cannot be replicated in a school setting.

Full participation in both the classroom and work experience components are required for program completion and graduation. Students can earn up to 15 credits in two years, which is especially helpful to students who have fallen behind in credits during their freshman and sophomore years. Generally, students who are accepted into the School-Within-A-School have accumulated approximately seven of the 21 credits required for graduation. Those with fewer credits will not have sufficient credits to graduate even with full participation in the program and are counseled into other programs that will eventually lead to a high school diploma.

Briefly, the academic program includes the following two-year sequence:

Course	Credits Earned
English	2
Social Studies	2
Mathematics	1
Science	1
Personal Development	2
Physical Education	1
Career Exploration Course	1
Career Exploration Work	1 - 1.5
Vocational Specialty Course	1
Vocational Specialty Work	1 - 1.5
Elective	1
TOTAL	14-15 credits

Although physically housed in the high school building, this program operates somewhat independently from the high school program and policies. It provides a defined alternative route to graduation for students who have fallen behind in credits. Not only will these students graduate from their home high schools after two years of participation, they also receive job training and employability skills that make them more employable during and after high school. This program successfully combines the approaches to academics and vocational education that work well with students at risk.

Sheboygan Area School District

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Background

The Sheboygan Area School District has a four percent dropout rate and the district has long seen the need for an alternative high school program. Many of the students who would benefit from such programming are nonattenders or "in school" dropouts: students who attend school because they cannot legally withdraw until the age of 18. Options are needed in the public schools to serve these students.

In 1984, a Sheboygan Area School District subcommittee researched the dropout problem both nationally and in Sheboygan and developed a list of ten characteristics that indicate a student might be at-risk. They are

- absenteeism/truancy/tardiness;
- poor grades and low mathematics or reading skills;
- family problems such as dropouts in family, single parent, non-English-speaking, low income;
- inability to relate to authority;
- poor communication between home and school;
- low self-esteem;
- lack of future orientation;
- pregnancy;
- gifted and talented, bored in school;
- lack of identification with school (alienation).

Some students exhibiting these characteristics could be served through programs existing in the high schools, but many have problems so complex that an alternative program was seen as the only solution. The first programs proposed by staff were not passed because they were too expensive.

Profile

In January 1989, the school board approved a proposal for an Alternative High School program to begin during the 1989-90 school year. This program is housed in the Central Office building. Special emphasis is placed on student career awareness, basic skills development, and support for students with chemical dependency problems. The staff includes English, social studies, science/chemical dependency, and mathematics teachers, a part-time administrator and secretary, an aide, job training specialist, and part-time support staff.

The program primarily serves students who have sophomore standing and are identified as

children at risk by the state definition. The program also has some openings for students who are borderline at-risk, and is designed to accommodate

- nonexceptional educational needs (EEN) students;
- a total of 60 students;
- up to 15 students returning from treatment for chemical dependency;
- students who need special emphasis on career/job awareness skills with work credit given through the JTPA program;
- students who wish to reintegrate to the home high school;
- students with attendance problems or frequent tardiness;
- students at least two credits below expected credit level after freshman year, four credits after sophomore year, and six credits behind after junior year;
- students with poor test results on standardized tests;
- students with a goal of graduating from high school;
- students who wish to improve grades, attendance, behavior and attitude;
- students recognizing that they need help and are willing to accept it; and
- students with low self-esteem.

Parents or guardians must be willing to place their sons or daughters in this program by signing placement agreements. In so doing, they commit themselves to attending regular conferences, parent orientation meetings, parent group meetings, and other programs pertaining to the Alternative High School.

Regular attendance is expected. Exit criteria (see Chart 4, page 73) are used to decide whether the student is to be moved back to the home school or retained in the program for a second year. The program goal is to return students back to their home schools by the next year, but this depends on the success and readiness of individual students.

Instruction is provided in classes of ten to 12 students, has specific and immediate rewards, is more nurturing, and uses hands-on strategies of instruction.

The following components are included in the Alternative High School curriculum:

Academic

- English
- mathematics
- social studies
- science
- physical education/health

Components

- work experience
- world of work and employability skills
- prescription learning laboratory (planned for future)
- computer applications course
- group interaction

Mainstream classes at the home school (limited)

- vocational
- fine arts

Not only are the facilities in this alternative program different from the home school, but scheduling is structured to better serve the needs of students at risk. Students are held accountable for basic skills advancement and passing regular sophomore courses, and for preparing to return to the regular program.

The program uses two types of schedules. One has a more traditional structure, while the second is less precise regarding time spent in each class. However, students must follow certain rules that pertain to all students enrolled in the Alternative High School. These include the following:

- Time must set aside for teacher advisory meetings and homeroom time.
- Students must spend time reading on their own.
- Students are required to take social studies, English, mathematics, science, and one-half credit in health and one-half credit in physical education.
- Schedules must take into account that students have credit(s) to make up from their previous year(s).

- Students must spend time on Education for Employment.
- Students need time to pursue individual interests in the fine arts, vocational technology, or general academic areas.

The schedules in Chart 5 (page 74) illustrate the different instructional strategies that can be used to meet the needs of children at risk.

The schedules also include personal growth groups. Students were polled to determine their priorities before the group topics were selected. Their first choice was a group on divorce, the blended family, and step-parents, followed by groups on death and grieving, with peer relationships the third choice. Participation in groups is voluntary and students receive credit in social skills for participation.

Students also receive work credit and are supervised by the Job Training Partnership Act (JTPA) staff person.

Students in the alternative program begin to bond with the teachers and the school and show improvement in self-esteem. They are also getting over the hurdle of being behind in credits earned and are beginning to see that graduation is within their reach.

Upon returning to their home high schools, students become part of a transition team that helps them reintegrate into the regular schedule.

Exit Criteria

Sheboygan Alternative High School

Minimum Requirements

Exit	Positive	Negative
Academic	1. Has completed two academic years or completed second year in high school. 2. Exhibits consistent competencies beyond the scope of the curriculum. 3. Has passing grades in all subjects.	1. Has turned in less than 50 percent of required work. 2. Has failed 50 percent of major tests or exams. 3. Has not taken responsibility to complete missed assignments.
Behavior	1. No longer requires extensive individualized instruction. 2. Has improved attendance. 3. Has involved in school activities. 4. Has improved relationship with authority.	1. Is consistently late for class. 2. Consistently fails to bring materials to class. 3. Uses abusive language to students or teachers. 4. Comes to class under the influence of alcohol or drugs. 5. Disrupts the learning of others. 6. Refuses to follow teacher direction.
Attitude	1. Desires to leave alternative high school and has staff approval. 2. Graduation from high school. 3. Improvement evidence in accepting authority.	1. Has failed one semester due to lack of effort. 2. Has been absent from class 25% or more days. 3. Has not come in for extra help. 4. Displays indifferent attitude toward own success program.

Chart 5

A Typical Student Schedule

Traditional

Monday/Tuesday/Thursday/Friday			Wednesday	
Period 1	8:00-8:45	English	Period 1	8:00-8:40
Period 2	8:47-9:32	Study	Period 2	8:42-9:22
Reading Break	9:34-9:59	Read	Reading Break	9:24-9:47
Period 3	9:59-10:44	Math	Period 3	9:47-10:27
Period 4	10:46-11:31	Social Studies	Period 4	10:29-11:09
TA	11:31-12:03	*Group Meeting	TA	11:09-11:41
Lunch	12:03-12:35	_____	Lunch	11:41-12:13
Period 5	12:35-1:20	Sem. 1—Career Sem. 2—Ind. Study	Period 5	12:13-12:53
Period 6	1:22-2:07	Sem. 1—P.E. Sem. 2—Health	Period 6	12:55-1:35
Period 7	2:09-2:54	Science	Period 7	1:37-2:17
Homeroom	2:54-3:07	Study	Homeroom	2:17-2:30

*Note: Half the teachers/students would meet in advisory and half would have lunch. Then they would reverse.

Nontraditional

Monday/Tuesday/Thursday/Friday		Wednesday
8:00-9:30	Academics	8:00-9:24
9:30-9:55	Reading Break	9:24-9:47
9:55-11:30	Ind. Study/Study Time	9:47-11:09
11:30-12:00	TA	11:09-11:41
12:00-12:30	Lunch	11:41-12:13
12:30-2:45	Academics P.E. Health	12:13-2:17
2:45-3:00	Homeroom/Study	2:17-2:30

Gender Equity and Children At Risk

The following is excerpted from a paper written by Barbara A. Bitters titled "Gender Equity and Teen Parents—An Important Connection." This paper provides an overview of the important connections between teen pregnancy/parenting issues and programs, and the achievement of gender equity in education.

Connection 1

There are equity-related (sex-role socialization) theories about why teens "choose " to engage in sexual activities leading to pregnancy and parenthood.

Most experts agree that unplanned teen pregnancy has multiple causes. Equity advocates/specialists believe that the roots of teen pregnancy can be found in the sex role socialization process. In essence, it is the message about masculinity and femininity, the acting out of stereotyped role expectations, the pressure to constantly prove that we are men and women, and the double standards related to male/female behavior in general and sexual behavior in particular which lead almost "naturally" to teen pregnancy.

While sex role messages have been expanding over the last few years, research shows that individuals still identify with traditional male/female roles. Often people's behavior is based on or judged by what they believe are appropriate masculine and feminine traits, characteristics, roles, and relationships. Young people are exposed to male/female roles and relationships in their daily environments and through the media including art, TV, film, advertisements, and music.

Young people are asked to cope with their growing sexual/emotional feelings in an environment that contains many overt sexual messages and images. Dating has many traditions and rituals which provide the "set" or "vehicle" for acting out stereotyped and unrealistic sex role expectations. Caring adults need to intervene and assist students with understanding themselves and the choices they have a right to make with regard to their own identity, male/female roles, relationships and their sexuality.

Messages and images about sex roles (what it means to be masculine and feminine in this culture and in this time) and male/female relationships that may be of concern or that may lead to teen pregnancy include:

- the notion that a young woman's *most* important, *most* rewarding, and *most* feminine role and goal in life is to be loved by a man and to have and raise children.
- the notion that young men have few emotional needs, and that men who express tenderness aren't masculine.
- mixed messages to young women about the importance of being sexually attractive to men and yet ignorant of how their bodies work.
- messages that male or female private parts are dirty.
- messages that overemphasize the importance of physical attractiveness.
- messages to young women that their self worth is based solely on how well they please others and to young men on how well they provide for others or compete for success in the working world.
- messages to young women that indicate they will not have to be financially independent, that they can rely on someone else (husband or the government) to support them, or messages that limit their career aspirations to traditional female jobs.
- messages that reinforce that males and females are the "opposite sex" (opposite meaning "contrary or antithetical in nature or tendency; altogether "different") and therefore that male and female sexuality is assumed to be "altogether different." Examples of this notion include: "women have no sexual needs and men can't control their sexual needs" or "sexual behavior is the ultimate proof of love for females and of physical desires for males." (A solution to this is to refer to the "other sex.")
- messages that reinforce a double standard of expected behavior. For example, if we believe

that chastity/virginity is essential for females then it should be essential for males as well.

- messages that suggest maleness and femaleness are something one has to *prove* over and over again by the choices one makes, including future jobs, friends, and outside interests.

Connection 2

There is a history of educational discrimination on the basis of pregnancy and federal and state laws designed to end these practices.

Prior to the passage of Title IX of the Education Amendments of 1972 and the adoption of federal regulations in 1975, schools were allowed to discriminate against pregnant students and educators. Most teen pregnancies were viewed as "such a scandal" that young women were not allowed to continue their educations. This lack of access to school and completion of a high school degree resulted in a life of dependency and poverty for many young women. Pregnant teachers even when married were also considered to be a bad role model for students and were often dismissed as soon as their pregnancy was known.

Title IX, which prohibits discrimination on the basis of sex, pregnancy, and marital status for both students and employees in all public school districts receiving federal financial assistance, changed (or should have changed) the above practices. Schools are required to offer a pregnant student the *option* to remain in her regular classes, to join a special program for pregnant students which is *comparable* to the regular academic program, or to keep up with her class through homebound instruction.

In Wisconsin, there is a pupil nondiscrimination statute (s. 118.13, Wisconsin Statutes and PI 9) which also protects students from discrimination, including stereotyping, bias, and pupil harassment on the basis of pregnancy. In addition, many schools provide special assistance to pregnant and parenting teens through School Age Parent Programs (SAPAR), special Job Training Partnership Act (JTPA) teen parent programs, and teen single parent vocational programs under the Carl D. Perkins Vocational Education Act (CPA).

Connection 3

Many current pregnancy prevention strategies are in fact gender equity strategies.

Chart 6 (page 77) summarizes the most common factors believed to contribute to teen pregnancy and the corresponding pregnancy prevention strategies that are being employed.

The goals of gender equity in schools and the pregnancy prevention strategies listed here show that many of the strategies are the same.

Connection 4

For teen parents to achieve financial independence and avoid a lifetime of poverty, they will need to be exposed to career exploration, planning, and vocational training which is free of sex bias and stereotyping and discrimination leading to higher wage/higher benefit jobs.

Both the U.S. and Wisconsin labor forces are characterized by occupational segregation on the basis of sex. Simply put, this means that some jobs are considered "women's" jobs and are held predominantly by females and some jobs are considered "men's" jobs and are held predominantly or solely by males. This occupational segregation reflects and perpetuates stereotyped career and job choices of adults and young people.

Before 1975, educational institutions prepared young people as if girls' and boys' career and vocational needs were different. Not only did educational policies and practices reflect the occupational segregation of the work force but various counseling and guidance, career education, and vocational programs perpetuated work force segregation generation after generation.

Chart 6

Common Factors	Pregnancy Prevention Strategies
A. Ignorance of sex, physiology, contraception, etc.	1. Increase knowledge of sexuality, reproduction, and human growth and development. 2. Promote male and female responsibility for decisions. 3. Increase access to health care, including family planning services. 4. Improve parent-child communication (in general).
B. Generational/sibling pattern of teen pregnancy.	1. Early identification and intervention with targeted high-risk individuals/groups.
C. Poverty—both urban and rural.	1. Support economic growth and development so living-wage jobs are plentiful.
D. Low self-esteem.	1. Postpone sexual involvement through increasing life options. 2. Improve parent-child communication. 3. Enhance self-esteem.
E. Real and perceived limits on future options.	1. Increase knowledge of economic realities. 2. Increase career education, exploration, and development. 3. Promote nontraditional and higher-wage occupational choices. 4. Increase life/work planning and life management skills. 5. Increase decision-making, assertiveness, communication, and other skills which will help students avoid victimization. 6. Break the stereotypes and "Cinderella" myths and expand role expectations. Neutralize rigid definitions of masculinity and femininity. 7. Expand educational and employment options by increasing educational aspirations and creating programs designed to help students experience and build on success.

Overcoming occupational segregation has become a national goal in recent years for two main reasons. First, maintaining occupational segregation usually involves policies and practices that constitute employment discrimination on the basis of sex. Title VII of the Civil Rights Act of 1964 and the Wisconsin Fair Employment law (among other federal and state laws and regulations) prohibit employment discrimination on the basis of sex.

Second, occupational segregation is the main factor contributing to wage inequity between female and male wage-earners. In 1986 females were paid 64 cents for every dollar paid to males. This is of ever-increasing concern because of the large number of women and their dependent children living in poverty and/or dependent on government programs or assistance.

Pregnant and parenting teens, more than teens in general, need to consider higher wage/higher benefit jobs and careers because they need to provide for themselves and their children. It has been estimated that AFDC recipients would need to earn $8.00 per hour at paid jobs to retain the standard of living and the health care benefits they now have on welfare. Although no formal studies have been done, it seems clear that pregnant and parenting teens are less likely than teens in general to consider, explore, train for, seek, and keep nontraditional (jobs where 25 percent or fewer of the workers are one sex) or higher wage jobs.

It appears that parenting teens are less able to visualize themselves in a nontraditional job. Nontraditional workers seem to have some characteristics and skills that teen parents may not have (yet). These include personal independence, perseverance even in the face of adversity, confidence in their own abilities and choices, willingness to overcome fears and solve problems, self-assurance and self-approval as opposed to over-reliance on the approval of others, an appreciation for differences, a desire to develop androgynously (flexibility in gender roles, traits, skills, and characteristics) and a greater willingness to take risks in general.

In contrast, some, although not all, teen parents have experienced school failure and frustration. They are not willing to take occupational risks and are not self-assured or confident. Many teen parents are "sex role conservatives." In fact, they may have become pregnant or fathered a child, consciously or unconsciously, to prove their womanhood or manhood. What are the job/career goals of teen women in Wisconsin in 1986? To find out review the information in charts 7 (below), 8 and 9 (page 79).

Connection 5

Sex role flexibility will be essential for single parent teens who will be both providers and parents.

Teen parents, perhaps more than any other teens, need to explore expanded role options because many of them will be the primary providers and sole parents of their children. These dual roles require one person to develop both traditional stereotyped "male" and "female" skills to survive. Despite the general heightened awareness about the changing roles of women and men in our society, most young people need assistance to explore in a supportive environment the myths about gender roles. Many teen parents need help in resolving feelings about the other sex and how their life is different than they had imagined it would be.

Students need more than awareness of expanding gender roles. They need to build equity skills that will maximize their options and help them raise their children in a non-sexist way.

Chart 7

Ten Occupations for Which Wisconsin Females Most Frequently Request Information*

The following describes the ten occupations young women most frequently request information about. The data is from the Wisconsin Career Information System (WCIS) and includes the starting salaries associated with those jobs.

Job/Career	Hourly Starting Salary in WI
1. Accountant	$6.25 – $ 9.00 per hour
2. Clothes Designer	$5.25 – $ 5.75 per hour
3. Psychologist	* $8.00 – $ 10.00 per hour
4. Social Worker	$6.75 – $ 9.00 per hour
5. Lawyer	* $7.50 – $ 12.00 per hour
6. Travel Agent	$4.00 – $ 4.00 per hour
7. Flight Attendant	* $7.00 – $ 9.00 per hour
8. Interior Designer	$4.50 – $ 6.00 per hour
9. Child Care Assistant	$3.25 – $ 4.50 per hour
10. Hair Dresser and Cosmetologist	$3.25 – $ 5.00 per hour

* Source: WCIS, Fall 1986 data based on 5,860 female requests. All hourly salaries are from the WCIS , Occupations Digest for 1986-87 and are calculated on a 40 hour week (except flight attendant which was calculated on 115 hours/month). These starred occupations do not have regular 40 hour work weeks and therefore these salaries are lower than actual hourly salaries would be in these occupations. They have been calculated this way for easy comparison.

Chart 8

Career Goals and Starting Salaries of Teen Single Parents

Describes 327 career goals and starting salaries identified by 278 single parents participating in special programs during 1986-87 funded under the Carl D. Perkins Vocational Education Act in 20 Wisconsin School Districts.

Job/Career	Hourly Starting Salary in WI
1. Undecided/Don't Know (65 of 327 career choices)	
2. Nursing	LPN $4.75 – $ 7.00 per hour RN $7.00 – $ 9.00 per hour
3. Secretary	$5.00 – $ 7.00 per hour
4. Cosmetologist	$3.25 – $ 4.00 per hour
5. Child Care Worker	$3.25 – $ 4.50 per hour
6. "Computers"	$5.50 – $ 7.50 per hour
7. Teacher	* $5.50 – $ 8.75 per hour
8. "Factory Worker"	$3.50 – $ 8.00 per hour
9. "Marketing/Retailing"	$3.50 – $ 5.00 per hour
10. Lawyer	* $7.50 – $ 12.00 per hour
11. Nurses Aide	$3.25 – $ 6.25 per hour
12. Police Officer	$7.25 – $ 16.50 per hour

Notes: 1-12 represent 256 of the 327 choices or 78 percent of the career goals of these single parents.
* Although these hourly figures are based on a 40 hour work week, these occupations do not typically have a regular work week.
Several of these career goals are not specific job titles within WCIS or other occupational catalog systems, e.g., factory worker.

Chart 9

Nontraditional Jobs/Careers Identified by Single Parents

Describes the nontraditional career choices of those same teen single parents. In most cases these nontraditional choices were paired with a traditional choice.

Job/Career	Hourly Starting Salary in WI
1. Police Officer	$6.50 – $7.25 per hour
2. Lawyer	$7.50 – $12.00 per hour
3. Doctor	$14.00 – $23.00 per hour
4. Accountant	$6.25 – $9.00 per hour
5. Auto Mechanic	$4.25 – $6.50 per hour
6. Pilot	$14.25 – $21.50 per hour
7. "Electronics"	$6.00 – $12.00 per hour
8. Farming	$2.25 – $7.25 per hour
9. Chemical Technician	$5.25 – $7.00 per hour
10. Business Owner	?
11. Banking	?
12. Zoo Keeper	?

Note: These choices represent 31 of 327 choices, or 9 percent of the career goals of single parents.

Conclusion

Teen parent programs must not reinforce stereotypes, bias, traditional career choices, or female dependency.

Teen parent programs in the schools are in a period of transition and redirection. New laws and standards in Wisconsin have been promulgated recently. These include Wisconsin Act 56, which redirects Human Growth and Development (HGD) efforts and School Age Parent Programs (SAPAR) in local school districts.

Before Act 56, SAPAR provided special programs for teen mothers (only) up to four months after the delivery of the child. Now SAPAR programs serve both teen mothers and fathers until graduation from high school. These changes will require more comprehensive and coordinated SAPAR programs, including coordination with vocational education and employment and training programs.

The Children At Risk (CAR) standard (s. 118.153, Wisconsin Statutes) provides for school district plans and programs to serve teen parents who are one or more years behind their age group in the number of credits attained. Welfare reform, including the new Learnfare requirements, will provide incentives and childcare and transportation assistance for teen parents to complete high school degrees and to develop marketable skills.

Our programs must bolster motivation as well as the capacity for teen parents to make wise decisions with regard to future work and family realities. Teen parents need skills in

- responsible decision-making,
- problem-solving,
- networking,
- building support systems,
- enhancing interpersonal communications and relationships,
- neutralizing gender-role stereotypes,
- increasing school success,
- exploring the entire range of career options,
- increasing self-esteem,
- avoiding victimization, and
- preparing for economic self-sufficiency.

Helping teen parents develop self-esteem, self-confidence, and self-sufficiency starts with our own positive attitude that "they can do it" for themselves. The expectations we have of our students shape what they achieve. In some cases this will require us to re-examine the effects of our desire to "help" and "protect" teen parents, and how that desire is translated through our programs. A maternalistic or paternalistic approach to teen parents does not provide them with the skills they need to become independent parents and adults.

As we develop new programs and redirect older ones we must not create programs which overtly or covertly reinforce gender roles, stereotyped occupational choices, female dependency, and/or victimization. We must instead consciously strive to build programs which help teen parents create and plan their future.

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Background

Teen parents are especially vulnerable to the many factors which cause a student to be at risk of not completing high school. In addition to the complexity of problems that affect all students, teen parents have the additional responsibility of raising a child and heading a household. They often lack the education, training, and maturity needed to survive and succeed in those roles. For many, attending school, completing credits, and making progress toward graduation

is an insurmountable barrier in their lives. They need help to balance their roles of parent, student, and wage earner.

These students frequently lack an awareness of themselves and their abilities. Few have the opportunity to gain work experience and marketable skills in their already hectic lives. This, combined with low self-esteem and early parenthood, frequently relegates them to a cycle of failure and poverty. Without intervention by the school district, it is unlikely that these students will ever complete high school.

Kenosha County statistics for 1988 indicate that 229 babies were born to teens in the county. The numbers continue to climb, as evidenced by increasing enrollments in the School-Age Parents Program (SAPAR).

Compounding the problem in Kenosha is an uncertain employment picture. There is a dearth of higher-wage occupations in the community, and a single female mother without a high school diploma or additional education and training will be relegated to the bottom of the economic ladder.

Profile

The school district's Single Parent Program provides case management for single teen parents between the ages of 14 and 21 with the greatest financial need. The Kenosha Unified School District has a continuum of services available for teen parents, coordinated through a case manager. These include identification procedures, recruitment of potential dropouts, and support to remove barriers to self-sufficiency by providing individualized career and guidance counseling to all program participants; a half credit employabilities course which includes instruction on life management/ marketable skills; life/work planning to include an Individual Education for Employment Plan; and career exploration activities in high-wage and earning occupations. The program also provides referral services to appropriate school/ community resources including programs offering specific occupational skills. The school district has also made an attempt to sensitize all staff to this special at-risk population and to increase vocational opportunities of the schools.

More than half of the enrollees in the Single Parent Project are AFDC recipients. Several work many hours after school in order to stay off public assistance.

The program is located in the district's alternative high school, but draws students from the entire school district. Funding comes from Kenosha County Social Services, the SAPAR program, Carl Perkins money, and Learnfare.

Through the Single Parent Program, the community is creating a case management system for teen parents. This should ensure effective delivery of services to teen parents and more efficient monitoring of their needs as parents, students, and wage earners. The objectives of the program include the following:

- Outreach: To reach young people not currently enrolled in an education or training program. To provide information on available services and opportunities to those individuals and to bring some dropouts back into the education/ vocational training session.
- Intake/Orientation/Counseling/Career exploration: To assist enrollees with the development of vocational goals that will lead to the acquisition of marketable skills, therefore increasing the likelihood of future self-sufficiency for these students. Each student will develop vocational goals after having been encouraged to participate in career exploration activities emphasizing technical, nontraditional, and emerging occupations including entrepreneurship. Students are provided with life/work planning instruction specific to the needs of single teen parents in order to better enable them to balance their roles as parents, students, and wage earners. All participants have the opportunity for individualized career guidance activities including field trips and testing. Field trips emphasize nontraditional or high-wage occupations.
- Basic Skills and Vocational Education: To assist students in developing vocational skills including employability and life management skills unique to single parents that will enable them to balance roles, complete education and training programs, and to better function in the world of work. These students completed a career survival curriculum and

have participated in programs where employability skills were emphasized.

- Supportive Services: To provide support services to enable interested students to take advantage of the educational, work experience, and vocational options available.
- Infant/Child Learning Laboratory: The program coordinator has attempted to enroll the children of these students in the Infant/ Child Learning Laboratory. The course is designed to be a hands-on learning experience for teaching child care and parenting skills. It teaches students more effective methods of guiding children's social, emotional, intellectual, and physical development, and demonstrates to non-parenting students the realistic responsibility of parenting and caring for children. It is currently the largest day care resource used by the Single Parent Program. Learnfare funds are used to expand the Infant/Child Learning Laboratory to meet the bulk of the need for child care. Students are required to spend one hour each day working in the laboratory.
- Referral and Networking: To continue to both market the program in the school district and to educate staff at the high school as to the needs of at-risk youth, including teen parents.
- Collaborative Interprogram/Interagency Networking: To provide case management and referral to participants and collaboration between programs serving teen parents within the school district and the community as a whole through the program coordinator.
- Work Experience/Job Development/Placement: To encourage and guide participants to appropriate, specific occupational skills development programs.
- Follow-Up: To provide a transition and follow-up of recent program graduates and for long-range program evaluation and planning.

The Single Parent Marketable Skills course is an important program component. This course is designed to help teen parents plan a better future for themselves and their children. Participation is voluntary and is open to single parents ages 14 to 21 living in the district (not necessarily attending school in the district). The goal is to assist each participant in assessing their personal skills, aptitudes, and interests to develop an educational and career plan that will lead them to an independent, self-sufficient, and satisfying lifestyle.

The coordinator of the Single Parent Marketable Skills Program works as a specialized guidance counselor to look at the special needs of teen parents and incorporates those needs within a plan for the future. The coordinator also assists enrollees who wish to return to or stay in school by helping them decide which educational setting is appropriate and providing details of supporting services such as child care and transportation to enable them to follow through with their plans. The program Advisory Committee consists of representatives from Gateway Technical College, the Kenosha County Health Department, Kenosha Unified School District, Kenosha County Social Services, University of Wisconsin-Parkside, St. Catherine's Hospital, Planned Parenthood, Goodwill Industries, and other community agencies.

The Teen Parent Program in Kenosha serves approximately 40 students. Of these, all but two plan to continue their education. Many of these students will graduate from high school and enroll in Gateway Technical College or the University of Wisconsin-Parkside. Several choose to stay home with their children, but plan on continuing their education in the fall. Of those students participating in the program, all but one has identified a field of interest and all but five have identified specific career goals. All completed an individualized career plan and most are already enrolled in the next step on the career path.

However, graduates do report a need for continued support in order to successfully follow through on the post-high school plans.

Junior high school teen parents are becoming a great concern to the school district. The district is currently aware of more than 30 pregnancies at the junior high level and is struggling to provide assistance to this age group. At this point, the district works through counselors at the junior high school, but has not integrated the students into the high school-based Single Parent Program.

Early Intervention 7

Overview

Recommendation #6: Address children's needs at an early age to increase their chances for success.

A comprehensive Children At Risk program must recognize the importance of early childhood education as a key component in building a foundation for success in school. In order to have educational value, the early childhood component needs to be approached as a preventive component, not one of crisis intervention. (U.S. Department of Education, undated)

Early childhood education is more than a school readiness program for four-year-olds. It reflects a comprehensive system of support for child development including developmentally appropriate teaching practices, relationships with parents, and connections with other community agencies and institutions. An effective program involves and supports parents as partners in the development of their children, and draws on the resources and expertise of all agencies and informal networks in the community. (CCSSO, 1988)

Research has shown that children who participate in early childhood educational programs such as Head Start demonstrate immediate positive gains in cognitive and social development. These children are more likely to be promoted in school and less likely to be placed in special education programs. These studies point to several key components that are critical to the success of these programs. They include an organized curriculum, a well-trained staff, a relatively long program day and, as previously mentioned, parent involvement. This early boost from preschool helps children start school with both cognitive and social skills which lead to greater self-esteem, higher academic expectations from teachers, and a stronger commitment to further schooling. In addition, quality early childhood programs provide a resource for young parents, foster self-confidence in parents, and help to establish a strong bond between parents, children, and schools that will carry over to the K-12 program. (Bowman, 1988)

These findings indicate a lasting and positive effect of early educational opportunities on rates of high school completion, participation in college or vocational training, and employment. They also suggest that children who have had preschool education require less remedial or special education in the elementary and high school grades. It has been stated that every dollar invested in quality preschool programs for children at risk saves nearly five dollars in later costs for special and remedial education, welfare, and criminal justice. The benefits are even greater if one factors in the increased likelihood that children receiving a quality early education will finish high school, become employed, and pay taxes.

Other studies have shown that the benefits of early childhood education may dissipate if not reinforced by later school experiences. This supports the department's contention that a Children At Risk program needs to be a preschool through grade 12 program that builds on the prevention-oriented foundations established in a developmentally appropriate early childhood education program.

Unfortunately, quality child care and developmentally appropriate preschool education are not uniformly accessible to many children in Wisconsin. The State Superintendent's Task Force on Early Education, Child Care, and Family Involvement has concluded that the system in Wisconsin for educating young children, whether in public or private facilities, remains fragmented and inequitable. Poverty, unavailability of resources, inaccessible programs, and the lack of developmentally appropriate curricula are problems expressed by parents and child-care workers in many Wisconsin communities. The result is that many children, including a large number of children at risk, are not able to engage in this meaningful learning experience. There are several ways that communities in Wisconsin have approached this problem.

- Some communities rely on Head Start programs to serve these children and their families. Head Start, a federally-funded program implemented in local communities, has been in existence since 1964. It is a comprehensive educational and service program targeted to low-income children ages three to five. Goals include improving health care, emotional and social development, thinking, reasoning, and language skills. Eligibility is set in accordance with federal poverty guidelines, which means that children at risk who are not at the poverty level cannot participate in this program. In addition, most Head Start programs do not have enough participant openings to meet the need.
- Chapter 1 (compensatory education) of the Elementary and Secondary School Improvement Amendments (ESSIA) of 1988 provides financial assistance to low-income areas to meet the special needs of educationally deprived children and requires states to monitor program improvements and measure student achievement. It also provides for parent involvement in the planning, design, and implementation of programs, and for training parents in other means of working with teachers and school staff to promote program objectives in the home.
- Wisconsin statutes require that all school districts operate kindergarten for children who are age five by September 1. State aid is provided to the districts to cover the time that five-year-olds are in kindergarten, whether it be a full-day or a half-day program. Kindergartens for four-year-olds, a program strategy which has been used as an early childhood component in a comprehensive educational program, are only reimbursed through state aid at half-cost for each child, whether the child is enrolled in a full-day or half-day program. In the 1985-87 budget bill, the state superintendent first proposed funding for half-day, four-year-old kindergarten programs, which was enacted. In the 1987-89 budget, the superintendent attempted full funding for four-year-old kindergarten programs. The legislature passed the request, but the governor vetoed the bill. The governor again vetoed it in the 1988-89 budget bill. In the 1989-91 budget, the state superintendent again attempted to get full-day, four-year-old kindergarten programs into the budget. The governor did not include it in his budget, so the legislature introduced it as a separate bill. However, it bogged down in committees. The state superintendent realizes the need and importance of funding full-day, four-year-old kindergarten programs as part of the total Children At Risk package and will continue to request funding for this prevention initiative in future legislative sessions.

The State Superintendent's Task Force on Early Education, Child Care, and Family Involvement has stated that the long-range strength of Wisconsin depends upon its ability to provide every child with a successful early learning experience.

The Council of Chief State School Officers (1988) describes elements of quality that should

be part of an early childhood program. Educators in general agree that early childhood programs for all children should include:

- small group sizes and staff. One staff member per ten preschoolers and a classroom maximum of 20 children is recommended.
- staff training in child development or early childhood education resulting in an academic degree or comparable credential.
- a curriculum based on child development learning theories and support systems to maintain the curriculum.
- collaboration between teachers and parents and school-sponsored family education programs, for example, a generational approach that uses the school as a resource for parents and children.
- responsiveness to the child's nutritional and health needs.

A comprehensive program should also include health services, social services, nutritional services, parent education, and transportation services where the need is critical to achieve equal access.

Although the need and importance of quality early childhood education has been documented, many issues that affect successful programs have not yet been resolved. They include prekindergarten licensure, costs, staff credentialing, assessment requirements, and universal access versus targeting of programs.

Several examples of early childhood programs that represent a preventative approach to Children At Risk programming follow.

Existing Programs

Dodgeville School District

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Background

Investigation of an early home/school initiative began in the Dodgeville School District in 1980 with a twofold impetus. Attendance at a Dropout Prevention Program reminded staff that school success and attitudes toward learning are often formed before a child comes to kindergarten. Therefore, preventive initiatives that might eliminate many of the problems that interfere with success in school could be undertaken with young children. At the same time, primary teachers began noticing a difference in some of the children entering kindergarten and the early primary grades. They showed either very strong skills or were at the opposite end of the readiness scale. Few children fell in the middle.

As a result, the Dodgeville School District developed the following philosophy, which directs one component of its Children At Risk prevention program:

> "Birth to age five is a critical period. Personality, attitudes, and the basic mental structures for intellectual functioning are formed during these years. Research suggests that these early years of life are the optimal time for intervention, with parents as the primary teachers. Research also suggests that the most effective parent intervention strategy places emphasis on the interaction of the parent and child engaged in a common activity."

During the 1980-81 school year, a committee was formed to investigate and recommend to the school district administrator strategies which focused on implementation of this philosophy. Committee membership included the Exceptional Educational Needs (EEN) Early Childhood Teacher, a speech and language clinician, the elementary learning disabilities teacher, a first grade classroom teacher, and a second grade classroom teacher. The committee studied related research, visited preschools, and studied model programs.

In 1982, the Iowa County Nurses Association and University of Wisconsin Extension office in Iowa County became involved in the project. Parents also joined the committee. The school remained the lead planner in the initiative. A needs survey was conducted leading to the conclusion that an activity card format best fit the district's philosophy and goals for early childhood programming. This activity card in-

itiative became known as the PREPP program (Preschool Educational Packets for Parents).

Profile

The PREPP program goal is to increase each child's chances of having a successful school experience. The objectives include

- enriching the home environment by providing parents with developmental information and useful activity ideas to enhance their children's learning,
- promoting a positive parent-child relationship,
- building communication and cooperation between home and school, and
- identifying and decreasing the effect of potential problems that could interfere with later academic progress.

Age-appropriate cards in the 0-1, 1-2, 2-3, 3-4, and 4-5 age groups were written during the 1982-83 school year. The cards cover language development, cognitive development, social skills, and large and fine motor activities. Each set contains about 50 cards. Several examples follow:

Age 0-1

"Your child may begin to show some interest in pictures if you name them while the two of you look at them. Find books or magazines with large, colorful pictures, different textures, or parts that can be pushed or squeaked. Cloth books are also good for young children. Name the pictures using simple words and lots of expression in your voice. Old greeting cards with bright pictures might also be interesting to your child. Don't expect her or him to look at the pictures with you for more than one or two minutes."

Age 1-2

"Stepping up? Around 22-24 months, you can encourage your child to walk up the stairs, face forward, with one hand on one rail. Place a toy on the second or third step for him or her to retrieve. She or he will go up one step at a time with both feet. Always stand behind your child when she or he is climbing up to protect him or her from a fall."

Age 2-3

"Your child may be able to understand what many objects are used for by age three. Throughout your day, talk about what you are doing with various objects. 'I clean with a vacuum. We have to brush our teeth with a toothbrush.' "

The project received a great deal of publicity and approximately 75,000 sets of cards were printed. Community and student volunteers printed and collated the cards, which were distributed in the following ways:

- during school district inservice in Iowa County and through presentations at service organizations
- through the offices of the Iowa County Nurses Association and the Iowa County Extension
- through information booths at regional education meetings
- advertisements in the local newspaper
- announcements by public service organizations
- providing cards to all parents with children ages 0-5 born in the Dodgeville and Ridgeway School Districts
- during kindergarten orientation for parents
- during kindergarten screening at schools
- through the Growth and Development Series for Parent Craft, an Iowa County parenting class sponsored by the County Nurses Association

District funds support the project. The funds are used for a half-time clerical aide who updates mailing lists and distributes the activity cards. The project's future goals include continued involvement in Parent Craft Training sessions and preparation of several pamphlets under the titles: "Getting Ready for School," "Being a Parent," "Your Child Grows," "Your Child Learns," "Your Child Develops Socially," and "Your Child May Be Different."

Another activity the school district would like to pursue is to create a resource area for parents of preschoolers in the school building to

further strengthen an early home/school bond. The district would use this facility to provide parenting classes, resources for parents such as videos or pamphlets, and for a library of educational materials for children aged 0-5. This resource area would further develop the relationship between the schools, parents, and communities which has been shown to make a difference in young children's lives.

The district also foresees continuation of in-service and education efforts with the PREPP program, ongoing evaluation efforts to strengthen the project, and revisions of materials when necessary.

Although the district would like to pursue other related activities, it believes its goals of an early school/home bond with parents, which contributes to the educational development of parents and their preschool children, are being met through the activity card program.

West Chester Area School District

(West Chester, Pa.)

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Background

West Chester Area Public Schools serve a 75 square-mile suburban, urban, and rural area located in eastern Pennsylvania. A $53.3 million annual budget supports the education of more than 9,400 students in 14 schools: nine elementary schools serving K-5, three middle schools with grades 6-8, and two 9-12 grade high schools. By board policy, no class can average more than 25 students. Class sizes in most elementary schools are lower.

Curriculum development is coordinated for all subject areas from kindergarten through twelfth grade, and care is taken to coordinate curriculum between schools. Local tests that are keyed to the locally developed curriculum have been developed by district staff. These tests measure students' progress as well as the success with which the curriculum is learned. A Curriculum Council was formed to provide input from all areas of the school community into curriculum development.

The district does not have a comprehensive plan for serving students at risk, but it has started several programs that provide resources to the schools for working with both the at-risk and total school populations. The focus of this profile is the K-2 program, which was instituted to increase success for all students at an early age.

The district launched its K-2 pilot program in the spring of 1985. The superintendent initiated this program in response to observations that many students were two or more years behind in reading throughout the elementary school years. The superintendent felt that children in kindergarten through second grade could benefit from special attention and an enlarged teaching staff.

The district has expanded a K-2 Primary Education Program piloted in three elementary schools in 1985-86 to include all elementary schools in the district. This program's purpose is to identify and prevent early learning problems and to develop appropriate programs for advanced students. The support services are available for students up to grade three. However, each school has a building reading specialist who can work with students in grades 3-5.

Profile

The purpose of the program is as follows:

- The program allows each student to be placed in a language arts/reading and mathematics program commensurate with his or her ability and functional levels.
- Placement flexibility permits pupils to change groups as they progress through the curriculum.
- The program for children at risk extends beyond the school year by inviting those who have a tendency to regress during the summers between kindergarten and second grade

to spend approximately 20 days in a summer program. These students are identified by their teachers.

- The program monitors each student's progress in achieving curriculum objectives in language and mathematics in particular, identifies students' learning needs, and provides individual and small group instruction as needed.

The main thrust of the program continues to be on increased staffing. The additional staff hired as a result of this program includes one reading specialist, a full-time aide, and a half-time reading resource associate per building. The district program coordinator continues to advocate that support services be brought into the classroom rather than using a pull-out format. However, each school building has control over how the additional staff are used. There are no mandates ensuring in-classroom services to these students. The directive is that students in the program receive special remediation services to bring them up to a higher level of mastery three times each week (30 minutes each time) during the entire school year. Although the program is targeted mainly at early intervention for students at risk, some additional support staff are also used to help advanced students, such as kindergarten students who are already reading.

The K-2 program is organized around the following 12 elements, which maximize teaching and learning conditions in order to give children every chance to succeed:

1. **A clear goal**. All children will read, write, and compute on grade level by the time they enter third grade.
2. **Administrative support**. The superintendent has identified the program as a district priority. K-2 principals meet with the superintendent on a regular basis to address immediate issues and plan the next steps in the development of the program.
3. **Early screening**. Children entering kindergarten are screened before the start of the school year to identify potential problems. These students take the short form of a developmental screening test the summer before kindergarten. Those who score below the fifth stanine take a longer test in the fall and, if needed, are enrolled into the K-2 support program.
4. **Team structure**. Teachers are organized into early childhood or primary grade teams. Each team consists of classroom teachers, a reading specialist, a resource associate, an aide, and a team leader. The team provides a formal structure for the program and a highly supportive environment for clinical teaching and student learning.
5. **A leadership role for classroom teachers**. Two teachers in each school are appointed by the principal to the position of team leader each year. They conduct weekly meetings and assist the principal in implementing the K-2 program in their school.
6. **Collegial work**. Teams meet twice a week during the school day to share concerns, reflect on their teaching practices, coordinate plans, and engage in clinical decision-making.
7. **Flexible grouping in reading**. Students are grouped for reading instruction according to ability and the essential objectives they are expected to learn during a marking period.
8. **Time to learn**. The availability of support staff allows students to receive more direct instruction in small groups and to engage in less independent seat work. As a result, time on task increases, while time off task and waiting time decreases.
9. **Time for inservice**. Teachers receive additional time for inservice training to assist them in implementing the outcome-based program curriculum. Staff learn about diagnostic techniques, activities, materials to teach the objectives, and student folders, which contain critical assessment data and learning objectives.
10. **Outcome-based curriculum**. Essential instructional objectives in reading, writing, and mathematics are developed,

revised, and refined by the teams. Student mastery of objectives is assessed, recorded, reported, analyzed, and used to make decisions about future needs of each student.

11. **Extended school year**. The program continues into the summer (20 days) for students who require remedial instruction to master grade-level objectives. Students are identified through teacher recommendations and testing by reading specialists. Summer school sessions last one-half day. Classroom activities include small and large group work, tutoring, individualized activities, language experience activities, integrated language arts, mathematics, social studies, science activities, and computer time. Summer school transportation is provided both ways to designated pick-up and drop-off points.
12. **Evaluation**. A number of pre- and post-test measures are used to assess student progress and program effectiveness. The program coordinator visits each school once a week to monitor the program. First graders take the Stanford Early Childhood test and are evaluated vis-a-vis mastery of the list of essential objectives. Second graders are tested on the Stanford Diagnostic test and are evaluated according to mastery of the list of essential objectives for second grade. Those who have mastered fewer than 60 percent of the objectives are included in the K-2 support program.

Students who are not eligible on the basis of testing criteria and performance on objectives can also receive services if recommended to the program by their teachers. Chapter 1 services are available to identified students. However, many students who do not achieve mastery of 60 percent of the objectives are not eligible for Chapter 1 services. Before the K-2 program, these students were left to fend for themselves with a very predictable result. The support program has successfully served these "gray area" children, who were previously unable to receive additional services or other specific programming outside the classroom curriculum.

The cost of the program for the 690 children served during the 1988-89 school year was $685,000 for 12 months of service. This included salary and benefits for staff, transportation for students during summer school, and extra resource materials for the 12-month program.

Outcomes

Virtually all students in the K-2 program master more objectives and are able to function at grade level by the third grade. In addition, the summer school program provides extra learning time for students who need more time to master the objectives. Summer school also helps students who tend to regress during the summer. The team format has resulted in creative decision-making around student needs, staffing, and materials development. Teachers are not only communicating around the K-2 program, but around all instructional resources used in the school. For example, the Chapter 1 program plan and implementation has become integrated into the regular curriculum within the K-2 program. Attention has also been paid to testing programs in the school so that students will not be over-tested.

Future plans include revision of the kindergarten program to become one of oral language development and diagnostic teaching rather than the academic program now in use. The ultimate goal is to provide these support services within the classroom rather than as pull-out assistance. The big question that underlines the program is, "At what academic level are students when they leave elementary school? Will they be able to successfully compete academically in middle school?" The program coordinator is optimistic about the program's impact on the reading and mathematic skills of elementary school children in the district, thus serving to sharply reduce the number and percentage of pupils who become at-risk.

Eau Claire Area School District

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Background

The Eau Claire Area School District has traditionally held kindergarten screening in the spring to identify Exceptional Educational Needs (EEN) students before they enter kindergarten. In the spring of 1987, the district decided to screen not only for its EEN program, but also to identify children who did not have EEN but who did have needs that limited their readiness for kindergarten. The goal was to identify 30 pre-kindergarten students who were not quite ready to enter kindergarten and 20 students with mild EEN problems for enrollment in a special summer program. The goal of this program was to allow these children extra time to develop kindergarten readiness skills such as a higher level of language development, and to familiarize them with the rules and routines associated with the classroom. The district found there were major developmental gains in the participating children during the summer program and decided to continue the pre-kindergarten readiness program.

This prevention-oriented program was developed in partnership with the University of Wisconsin-Eau Claire's School of Education.

Profile

The early education program for four- and five-year-old pre-kindergarten students continues to operate in the Eau Claire Area School District. Screenings are now held in October, and the program has been expanded to include the spring semester (January-June) as well as the summer. The same curriculum developed for the summer readiness program is used in the spring session, but there is more time to focus on all program components.

The University of Wisconsin Eau-Claire is still involved in the project. Participation is through curriculum development, staffing, home visits, and evaluation. University students serve as classroom aides, thus helping to keep the teacher/student ratio low. Nursing students are involved in teaching nutrition to the children and their parents. The university's departments of social work and library sciences also use the program for practicum experiences.

There are 20 children in the spring semester program. The staff no longer distinguishes EEN students from other students. All are taught by a regular kindergarten teacher, early education teacher, a speech and language specialist, and university staff. The summer program for 50 children is also still operating. However, it has been modified to meet the needs of students. After last summer's program, the majority of participating children were still moving slowly through the curriculum and were not quite ready for kindergarten. Staff determined that the children would be able to eventually finish kindergarten with their age cohort, but that they needed a longer day to successfully move through the curriculum. To accommodate this need, the school district decided to provide these students with an all-day kindergarten program at one elementary school during the fall semester. Transportation was provided by the district. These students then returned to a half-day program in their home school for the spring semester. All the students finished their kindergarten year in a regular program in their neighborhood school where they remained for first grade.

The child enrolled in this unique program often has the same needs as a typical Head Start child, but does not qualify for Head Start because of income. He or she usually requires more time and a wider variety of experiences than normal kindergarten pupils to complete the curriculum. The school district wants to be certain these potentially at-risk students have sufficient time to adjust to the structure of school so the school itself does not become the reason for lack of success. The program goal is to prepare and prevent, and to move the children into the home kindergarten program as soon as they are ready and able.

Parents are involved in the program as needed. For example, parents who had never been to the public library were asked to join the class on a library trip.

Although the cooperating university has a grant that has aided in program development, financing from the school district is part of its general budget and is not dependent on a short-term grant or other external financing.

Project outcomes are clearly positive. This program is relatively new to the district and changes will continue to be made in its structure to ensure the needs of these pre-kindergarten students are being met so they do not become students at risk as they move through the K-12 program.

There are also positive outcomes for the parents of these students. They are becoming involved in the school at an early stage and they come into the school building in a comfortable setting. Also through the program, teachers can make home visits and teach parents about appropriate development of four- and five-year-olds.

The school district is currently determining what type of follow-up study will be used in measuring the impact of the early childhood program. The first students who entered the program are now in second grade. Approximately 70 to 80 percent of the participating students remain enrolled in the district, so it will be possible to follow them through their experiences in school.

The program has completed its first experimental stage. It has expanded in piecemeal fashion and it is now time to reflect, refine, and to evaluate program components to determine what is most effective with these young children.

Parental Involvement 8

Overview

Recommendation #7: Carefully plan parent involvement so that it meets the needs of parents, students, and school personnel.

"Parents have been reduced to the role of bystanders, fundraisers, and nonessential audience in the highly professionalized and rule-dominated business of education in America. We, as educators, must begin to see them as a resource to mobilize in our attempts to better serve our at-risk population." (Mary Jackson Willis, 1989)

Research has consistently shown that parent involvement in the schools leads to better chances of success in schools for their children, regardless of social class. Parents need to be partners with the schools in the educational process. This is especially true of students at risk who are in need of multiple sources of support to succeed in school. Parents of these children can be part of the solution; they should not be treated as part of the problem. (U.S. Department of Education, undated)

What are possible benefits of parental involvement in the schools?

- Teachers can more accurately assess children when they have more information about their home environments.
- Parents teach their children daily and it benefits everyone when they receive support in this endeavor.
- Parental involvement can be a way to increase use of teacher time.
- Helping students solve or cope with family problems by working with the family in the school setting can reduce tensions and problems in school.
- Parents have many life experiences that can be valuable resources for the total school community.
- A child's acceptance of school depends on parental attitudes and interactions with school personnel. (Vocational Studies Center, 1979)
- Involved parents can learn to appreciate their children's strengths and weaknesses.
- Involved parents can provide a support system for one another.
- Involving parents will make them feel like partners in education working toward a common goal.
- Parent education programs provide essential information to parents about child development and educational achievement.

Studies have shown that parents are eager to assume a variety of meaningful roles in the schools, but some professional educators tend to consider only the most traditional of roles for them, such as program supporter or audience.

Parents are another resource that can be mobilized to guarantee success in school for all children in Wisconsin. Mary Jackson Willis (1989) and Joyce Epstein (1987) have found that

- families provide the primary education environment.
- involving parents in education improves the achievement of their children.
- parent involvement is most effective when it is comprehensive, long-lasting, and well-planned.
- benefits are not confined to early childhood education, but affect the lives of students throughout their schooling.
- involving parents only in home educational activities is not enough.
- to ensure quality, parents must be involved during the elementary, middle/junior, and high school years.
- children from low-income and minority families have the most to gain when schools involve parents.

If parents are to become resources, a plan of action must be developed so their involvement is directed to the goal of academic success. The plan should address expectations, opportunities, and barriers to school-family connections.

The plan should be guided by the following principles:

- School and family connections must take a developmental course. Schools should initiate efforts at all grade levels to inform parents of work that must be completed to pass and to graduate, homework policies, and assessment and evaluation procedures at each school. Schools must be responsible to the family and school issues that are important at each grade level.
- The structure of families is changing. The traditional family does not necessarily include two parents. Many children live in one-parent homes, reconstituted or blended families, with relatives, or in a variety of other family situations. Many children come from homes in which English is not spoken, and they may not be familiar with the expectations of the American school system. The structure developed to involve parents needs to take these changes into consideration.
- Similar schools may differ in parent involvement practices and still be successful. This means successful programs should not be merely replicated in schools that seem to serve the same types of population. Each program should be designed to meet the individual school's needs and be tailored to the experiences and current practices of effective school leadership.
- Family requests for involvement need to be answered in an appropriate manner. Parents consistently express the need for clear communication about their children's attendance, behavior, academic progress, curriculum, and how to help their children at home.
- The majority of parents have a strong desire to see their children succeed in school and are willing to help.

How a parent influences a child's success in school can be influenced by a formal parent involvement plan that includes

- writing a policy describing the school district's commitment to parent involvement.
- establishing a library that contains materials parents can use with their children at home.
- supporting inservice training for teachers and administrators. The majority of educators have never been formally trained in how to involve parents of all backgrounds, especially parents who have not previously been involved in their children's education. Teachers who are leaders in the use of parent involvement are able to involve parents of all kinds in education.
- supporting the creation of a districtwide cadre of specialists in the use of parent involvement to improve the academic success of children at risk.
- encouraging the establishment of funding and recognition programs to prompt parent involvement at the state level.
- supporting the development of programs for special populations such as teenage parents and non-English-speaking parents.

- encouraging local businesses to permit their employees to become involved in their children's education in order to strengthen the school, community, and future work force.
- encouraging citizens who do not have students in the school system to become involved in the education of the community's children. Some districts encourage participation of senior citizens in the K-12 program. Others use citizens in successful businesses as role models or mentors. Some school districts enlist area businesses to sponsor an entire building. In so doing they contribute equipment, staff time, and in-service training activities for school personnel.

Why Parents Are Hard to Reach

It is important to learn the causes of parental lack of interest and participation in school programs. Written or telephone surveys will help determine local reasons, but national research indicates that involvement is limited because

- parents do not have transportation.
- parents do not have babysitters or cannot afford them.
- parents have had negative school experiences in the past.
- parents resent confronting large, impersonal school system bureaucracies.
- parents have experienced racism, classism, rudeness, or indifference in school buildings.
- parents often lack information about school activities.
- parents do not understand written English directives.

Overcoming Barriers

Five barriers to parent involvement were summarized by the Institute for Responsive Education.

- School officials often see children from non-middle class families as troublemakers.
- Parents from poor families are usually contacted only when their children are in trouble.
- Administrators and teachers sometimes think poor families are deficient and concentrate on problems rather than the strengths of families.
- School staff tend to believe the problem of hard-to-reach parents is the fault of the parents, not the school.
- Many poor families have a low assessment of themselves and their abilities to be involved in their children's schooling, yet they want to be involved.

Several of the school districts profiled in this guide include parental involvement components in their Children At Risk Programs. They include the State of Illinois Accelerated School Network, Kenosha Unified School District, Green Bay Area School District, Burlington Area School District, Stoughton Area School District, Eau Claire Area School District, Flambeau School District, Madison Metropolitan School District, and the Oconomowoc School District.

Families in Education Program Wisconsin Department of Public Instruction

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Background

The purpose of the Families in Education Program is to increase awareness of the importance of family involvement in education and to help school districts in Wisconsin implement family involvement programs and activities.

In 1987 State Superintendent Herbert J. Grover initiated the Year of the Family in Education because of growing evidence that family involvement plays a positive role in the success of children in school. In planning for the year,

he appointed a staff member to direct and two committees to develop the project. An internal committee of Department of Public Instruction staff members provided guidance on agencies' roles in the program, and a statewide advisory committee consisting of educators, school public relations leaders, clergy, parents, business people, social service people, and people from other walks of life. This committee was charged with providing overall guidance and input to staff members and with making recommendations for possible action on the state level to promote family involvement in education. Both committees determined that if the program was to succeed, schools must be provided with information that would help them implement programs at the district and building levels.

After discussing several possible approaches, the committees decided to develop monthly packets of information, each based on a different theme, that would contain background articles, tip sheets, handouts, classroom ideas, public relations ideas, and media materials. At the same time, school districts were urged to form local steering committees to organize programs and activities and were provided with assistance for doing so.

The packets were produced and distributed to school districts far enough in advance to allow sufficient planning time for the local committees. Also receiving the packets were members of the Wisconsin School Public Relations Association, leaders of education-related organizations, and other people and organizations involved in parent involvement issues.

The theme for the 1988-89 Families in Education project was "Our Children . . . Wisconsin Cares." The concept of family was extended to include everyone. The larger sense of the word "family" included anyone who helped children grow up to be healthy and happy adults. Information in the packets directed toward community resource teams, school-parent partnerships, learning in the teen years, and caring for all children. The packets, bound in three-ring binders, included handouts, classroom tips, handouts for parents, posters, proclamations, newsletters, bookmarks, and stickers.

The theme for the 1989-90 Families in Education program was "The Year of Community Partnerships." An effort was made to include the entire community in the education of children, including businesses, grandparents, senior citizens, young adults, human service agencies, parent organizations, local clubs, and volunteers. Information on citizenship, leadership, lifelong learning, new children's programs, health and safety, arts and culture, and reading was developed and distributed to all school districts and leaders of education-related organizations.

The theme for the 1990-91 Families in Education project was "Educating Everyone Takes Everyone." Family and cultural diversity in Wisconsin was welcomed and the program included all parents and children as a legitimate, integral part of the program. Schools were encouraged to undertake specific programs to encourage and support the family's education responsibilities. These programs suggested initiatives beyond the traditional forms of family involvement in order to reach the growing numbers of employed mothers, single parent families, and culturally diverse families. An emphasis also was placed on remembering and involving "The Forgotten Half: Non-College Youth" to stimulate the latent capabilities of these young adults and to help them participate in a full life as family members and helpful citizens.

Evaluation of the program took several forms. During 1988 key members of the Wisconsin school Public Relations Association convened to discuss program accomplishments. They reported that high interest in the program throughout the state warranted the continuation of the program. School districts were surveyed each year and were asked to submit information about their Families in Education programs. A book of model Wisconsin programs, based on survey results, is scheduled for publication in 1991. Also available in 1991 will be a handbook for teachers and parents working together entitled "Parents and Education."

Included in the recommendations of the statewide advisory committee was a call to not only continue the program, but to make it permanent through the creation of the Families in

Education Center within the Department of Public Instruction. That recommendation, along with a recommendation to award grants to schools to implement family involvement programs, was included in the current DPI budget request, and both are included in the 1991 budget proposed by Wisconsin Governor Tommy Thompson.

Existing Programs

Milwaukee Public Schools

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Alexander Graham Bell
Middle School
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Background

Alexander Graham Bell Middle School has a continuum of services and programs designed to meet the educational and emotional needs of its students at risk. The intent of these programs is to prepare the students to be successful and contributing members of society. In addition to its in-school programs, Bell Middle School supports a number of initiatives that involve all parents in their children's education. The belief that parents are also educators of their children and need to be included in the formal education of their children at the middle school level is the philosophy underlying these programs.

Approximately 58 percent of the students who attend Bell Middle School are bused to the school from the north side of Milwaukee. (The school is located on the city's south side.) Because of the distances involved, there was very little previous parent participation in any aspect of the school. The school staff's Parent Involvement Committee decided it needed to be more active with the parents on the north side and determined the best way to achieve this was to take its educational program to the parents. This philosophy underlies many parent involvement activities coordinated by Bell Middle School.

The staff committee began its parent involvement activities by first holding parent-teacher conferences on both sides of the city (north and south). It reserved space on the north side and the entire staff went to the facility to hold conferences. As a result, there was a marked increase in parent involvement on the north side.

The parent-teacher conferences were not only useful for discussing the needs of each student, but also served as a communications link between parents and the adults who teach their children and have helped to establish a personal relationship that can be carried on throughout the school year. The school's Parent Involvement Committee has noted a marked increase in communications between staff, parents, and students.

After the conference routine became established, the school staff realized they were still not getting the kind of parent involvement needed beyond the conferences. They wanted an avenue to reach parents on general issues and parenting education concerns. To achieve this, they initiated a Northside Parents Support Group. This serves to provide stronger relationships between families of students who live on the north side of Milwaukee and Bell Middle School.

This group meets once a month at a north side library. Meetings enable parents, teachers, and staff to discuss issues that are important to families and schools. The Northside Parents Support Group provides speakers and other programs for parents and children and arranges transportation for parents, if needed. The objective is to increase communication between school and parents and to expand the present parent-teacher organization to minority parents on Milwaukee's north side. Students are also invited to attend the workshops. Topics covered include educating parents about alcohol and drug abuse, gang signs and symbols, preventing teen pregnancy, and promoting effective study skills.

From this Northside Parents Support Group grew two workshops for Mother/Daughter and Parent/Son, which were held in downtown Mil-

waukee on a Saturday. Funding was provided by a Department of Public Instruction Families in Education Grant and the Parent/Teacher/Student Organization. These workshops were attended by parents and students together and included such topics as building a child's self-esteem, effective communication, dating without sex, and improving hygiene and good health habits. The purpose of these events was to provide quality time for parents to spend with their teenagers to discuss topics that are often difficult to discuss at home.

As a result of these workshops, the Bell Middle School staff saw a need to reach even more parents. A Parent Enrichment Night was held at the school to once again promote communication between parents and the school. This program was organized by the Student Support Committee at Bell Middle School and is one of many programs initiated by the middle school to deal with the issues faced by today's teens. It is also designed to inform parents of the activities that will be offered during the school year and is one more way to bring the parents closer to the school.

The Northside Parents Support Group also participated in a special university trip for parents and students. A Saturday was set aside to take them to one of the University of Wisconsin campuses for a tour and to gather information that might motivate and direct students during their middle and high school years. It also served as a motivator to students who had never seen a college campus and could not envision college as one of their goals.

Bell Middle School also coordinates Project FOCUS, a Children At Risk program designed to meet the educational needs of seventh and eighth grade students not experiencing success in school. The teacher/student ratio in the project is one to 15. The goals are to improve learning skills and attendance through smaller class size, curriculum modifications, and remedial instruction. Parents are also involved through activities such as a Thanksgiving dinner.

One of the staff goals is to encourage more contact with parents throughout the year. The staff who teach these students are sensitive to the needs of children at risk and see the parents as partners in improving the academic achievement of their children in the middle school years. Parents see a concerned staff reaching out to them and their children and encouraging academic success. The staff ensure that the personal touch reaches beyond students to include families in the project.

Bell Middle School also has programs on career development, alcohol and other drug abuse, inservice activities on the topics of sexual assault, developmental guidance, social skills, and prevention of teen parenting; extracurricular activities, the Educational Opportunity Program, and Upward Bound; and a national honor society for students who have a 2.5 GPA, no unexcused absences, and who are leaders and contributing school members. There is an effort within all these programs to include parents of both south side and north side groups to ensure that all families who are part of Bell Middle School have an equal opportunity to participate in all school events.

Multifaceted Approaches 9

Overview

Recommendation #8: Provide a multifaceted program that contains a plan of coordinated services and mobilizes all existing community resources.

Programs that are most effective in working with children at risk take a multifaceted approach to reshaping children's lives. Single dimensional treatment programs are more prone to failure because they cannot respond to the myriad problems facing these students. (Charles Stewart Mott Foundation, 1986; De Lone, 1989) Public education cannot independently address the complexity and breadth of the factors that put children at risk. Working with these students requires a coordinated community response beyond the school district. (Heleen and Miller, 1989; National School Board Association, 1989)

This "coordinated approach" to programming for children at risk means school staff must work together to improve services to clients and form a bridge of communication and services. Collaboration can result in

- provision of more comprehensive services,
- more effective use of personnel,
- elimination of program duplication,
- increased prestige and public image for the issue, and
- community support for the program.

For students at risk, goals of the collaborations might include

- improvement in academic skills;
- enhancing self-esteem;
- decreasing dropout rates, truancy, number of disciplinary referrals, and increasing graduation rates;
- improving relations with parents, teachers and community;
- improving career planning;
- improving linkages between local, state, and federal resources; and
- full employment five years after graduation.

As noted, school programs are often ill-equipped to address the numerous nonschool causes that also put children at risk. It is therefore imperative that school boards network with multiple resources (i.e., school, community, family, business, and industry) that can serve the needs of children at risk both in and outside of school.

The first step in coordinating services is to establish a school/community policy-making council. This council builds a resource network and develops policy recommendations for local planning and programming. The council should include a broad representation of influential school, community, business, and industry leaders with a vested interest in children's school success.

The next step is to identify youth and family services providers who can help the school meet

the needs of children at risk in the local community. Providers should be able to offer curriculum modifications, remedial instruction, parental involvement, pupil support services, and community support services. Potential providers might include

- education providers such as public and private schools, universities, colleges, UW Extension, Vocational Technical and Adult Education (VTAE), private vocational schools, and federal/state-funded local school programs.
- health and social services providers such as regional and county health and social services boards, Job Training Partnership Act (JTPA) and SDA, law enforcement, juvenile justice, and family and youth services agencies.
- employment and job opportunity groups such as Job Service, local labor groups, employment and job placement agencies.
- community youth services providers such as local chambers of commerce, service clubs, youth clubs, churches, senior citizen groups, businesses, industries, and news media.
- local governmental bodies such as city councils and regional planning committees.

With a resource network in place, short- and long-range plans need to be developed in the school and the community. These can then be presented to the local school board and other community governing bodies required to serve children at risk.

The next steps are to

- begin serving children at risk through the resource network,
- monitor and evaluate school and community programs serving children at risk, and
- review and monitor the practical function of the resource network. Experience shows that it takes three to five years for a community to build a comprehensive service network.

School districts should play a major role in the operation of the resource network serving children at risk. On one hand, the law requires that school boards coordinate school programming for children at risk. On the other hand, the law also points to the critical role of family, community, business, and industry in successfully serving children through the network.

All related efforts and programs need to fit into the network. Many school programs and activities may be isolated in individual buildings and may operate under different local, state, or federal program requirements. School administrators and staff can link current programming with the broader school community service network through the following procedures:

- appoint a school district Children At Risk (CAR) coordinator
- appoint district-wide and building-level committees to identify unmet needs and assess the current status of district programs serving children at risk
- assess the need for additional school programs serving children at risk
- design realistic long- and short-range implementation plans specific to the district's role in the school community resource network
- obtain school board approval of the plan.
- present the district's plan to the school/community council shaping community Children At Risk policies
- implement the plan in accordance with the Children At Risk legislative requirements
- identify children at risk and enroll them in appropriate school district programs
- monitor the progress of children in the programs
- evaluate school district programs relative to overall school and community programming efforts.

These collaborative approaches of school, community, family, business, and industry most adequately address the diverse needs of children at risk. Since each Wisconsin school and community is unique, the department encourages custom-designed local programming.

Existing Programs

Merrill Area Public Schools

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Background

As a result of Wisconsin's Children At Risk legislation in 1985 and the expanded truancy and compulsory attendance legislation that followed in 1987, the Merrill Area Public Schools saw a need to create an environment that would lead to a more meaningful education for children at risk while enabling teachers to work effectively in a classroom that contained a number of these students. At the same time, the district became aware of a critical need for local social workers, mental health workers, juvenile justice workers, and police to come together to solve problems surfacing in the school that had repercussions in other social service and human resource agencies in the community.

In the spring of 1985, 11 agencies, including the Merrill Area Public Schools, Lincoln County Department of Social Services, Lincoln Health Care Center, and the Merrill Police Department, met to discuss establishing a suicide prevention network. The network would provide a vehicle for referrals and answer the questions of who to turn to and who would provide what services. This was the first organized approach to the student at risk.

This initiative was the starting point for exploration of systematic ways that Merrill agencies might work together on issues other than suicide. In the fall of 1987, 14 agencies began planning the Merrill Interagency Services Program. The key to the progress of this concept was the development of a common release-of-information form and regularly scheduled meetings to discuss clients.

In January 1988, the Merrill Area Public Schools approached other community agencies to determine if they were interested in working together to develop a unique program to meet the issues of at-risk junior high students. The challenge for Merrill schools was to create a group of local agencies that could collaborate in providing resources and services so that all students in the community could be educated. District personnel agreed that the chronic disrupters—those most at risk of failing in school—had needs that could not be met in traditional school settings. In addition, the school district realized that the family also had to be involved in order to effect a more permanent change in the lives of these students.

The stage was set for a more in-depth and concentrated pooling of resources to deal with junior high students severely at risk of failing in school.

In February 1988, cooperative planning began between the Merrill Area Public Schools, Lincoln County Department of Social Services, Lincoln Health Care Center, and the Merrill Police Department. They agreed that by again joining together they could increase the chances of success in dealing with the chronic disruptive student. Previously, suspension from school was the primary tool administrators had to deal with severely disruptive students. For some of these students, the number of days they missed classes because of suspensions was contributing to their at-risk status. However, it was necessary to remove more disruptive students from the normal school setting for the welfare of the rest of the students.

Profile

Previously, Merrill's interagency involvement was similar to most other communities. Interagency collaboration occurred only when required by an individual case. Once the case was completed, interagency involvement and cooperation ended.

With an Alcohol and Other Drug Abuse (AODA) grant from the Department of Public Instruction, the school district began working with health care services, social services, and an in-

home treatment team to focus on the needs of junior high school students at risk. These three agencies also had small grants and agreed that by pooling both staff and fiscal resources they could improve the chances of effectively intervening in the lives of troubled youth and their families. School members on the team include the school psychologist, principal, assistant principal, school counselors, and at-risk teachers. The principal, school psychologist, and an at-risk teacher meet weekly with the other agencies as an "interagency care group" to discuss strategies for individual students referred to the program. The philosophy behind this program is to effect change in disruptive behavior by working with the family dynamics. Staff also work with the family in the home setting. A second weekly meeting that includes the three agencies and a school psychologist serves as an "interagency resource group."

A third broader group, which also provides resources in the community, was formed as an Interagency Advisory Committee. Representatives on this committee were from the schools, courts, Lincoln County Department of Social Services, Lincoln Health Care Center, Tri-County Mental Health (in Marathon County), In-Home Treatment Program, and Department of Public Instruction.

Merrill Area Public Schools contribute to the plan in two ways. The first is through the creation of an In-School Suspension At-Risk Resource Room staffed by eight veteran teachers trained in a variety of academic skills. The purpose of this room is to provide the classroom teacher with an outlet for potentially explosive situations, provide students the tutorial help needed to bring up the level of achievement, and encourage a more successful integration to the regular classroom. Each teacher volunteered to take on the commitment to these students and works one period of the school day.

Students assigned to the Resource Room work on assignments prepared by the regular classroom teacher, who determines the curriculum to be individually tutored by the at-risk resources teacher. This creates a bridge between events in the Resource Room and the regular classroom.

The school district's second contribution was the creation of a Student Assistance Program (SAP) with the help of a grant from the Department of Public Instruction through an Alcohol and Other Drug Abuse Project Grant. This provided a half-time coordinator to develop strategies for helping junior high students deal more effectively with drugs and alcohol. Because of the already existing relationship in the community, the SAP has become a student and family assistance program.

The Lincoln County Department of Social Services provides intensive in-home treatment services to families of Merrill Junior High School students identified as at risk. Counseling takes place within the home and involves all members of the family in order to identify any other problems. The family is usually involved in a home-treatment program for three to five months. The goals are to improve family communication, develop better parenting skills, and assist in developing productive relationships with the school staff.

Social services contributions to the interagency effort include a staff social worker who co-facilitates an at-risk support group at the junior high school called the Stress-Challenge Program. The group promotes activities and interactions among students to help them build a positive self-image.

A Lincoln Health Care Center staff member regularly attends staffings and meetings at the junior high school, conducts psychological assessments of students, conducts individual and family therapy, makes referrals to health and human service agencies, refers students to the at-risk program, provides case management for selected cases, coordinates efforts with other community agencies, and is involved in community education and school training.

The at-risk program also serves as a transition vehicle for students returning from the Lincoln Hills juvenile corrections facility and as a resource for students in group homes. However, these students are referred to the program only if they are not successful in the regular classroom. The school district first assumes success in the regular classroom before a student is assigned to the Resource Room,

which is used as an intervention tool, not a prevention tool.

The length of stay in the Resource Room depends on behavior, but students are not rushed in and out. These students and their families nearly always have multiple problems and success usually results from long-term involvement with the Resource Room.

Parental involvement with these students has increased with this program despite the fact that these are the most difficult students in the school. The school district finds that parents are more comfortable in approaching the school. Parents see the work being done with their children as a team effort. They feel they are not struggling alone, and the presence of a team deflects blame from the parents or any one individual such as teacher, principal, or social worker. The parent is one more member of the team working toward a solution.

There is support for this at-risk program from the rest of the school. Staff realize these difficult students need extra help that cannot be provided in the regular classroom. While changes in students' behavior may not be immediately apparent, the staff feels the extra effort will lead to long-term changes.

A future district goal is to develop an alternative site program, which may be a solution for more severe school-based problems with chronic disrupters. Additional alternative program options may be needed to work more effectively with those students who have severe needs.

This type of program has generated an effective strategy for involving community agencies with parents of students at risk in a school-based program. The team approach supports parents and leads them to feel that they, along with the professionals in the community, are all involved in the solution. The home visits and multiple services have helped parents use the resources available in the school and community.

The school district is considering expanding the program to the elementary school level where it would operate more as a prevention mode rather than as an intervention program. However, the district plans more inservice activities before the program is introduced.

It is important to note the strengths and weaknesses of the multi-agency approach that is operating in Merrill.

- Each agency works with the same clients and families. With this approach, school involvement often comes early and social services and mental health workers gain timely access to these families.
- Because all agencies are working with the same clients, there is a coordinated effort and families cannot play one agency against the other. In addition, resources are not duplicated.
- Interagency collaboration increases the perspective of the problem. Better comprehension of the problem creates more effective solutions.
- Interagency collaboration means no one person (including the parent) or agency takes on the entire burden of the problem. By sharing resources and working cooperatively, people feel there is a group to turn to when confronted with difficult problems.
- Because the focus is on working with the entire family, younger siblings who do not yet display severe behavior problems receive prevention services.
- This program, however, has not been effective with all students. These students have experienced complex problems for many years; the process of change is long-term and requires patience and persistence.
- Additionally, different agencies have different measures of success. For example, success at home is not always apparent at school.
- There is a need to continue building relationships and understanding between agencies and a need for more police involvement.

The highlight of this program is the recognition of a cooperative interagency effort working with family systems as the means to change the behavior of individuals. Understanding how to coordinate resources in the community around this philosophy is crucial to meeting the needs of children at risk. However, when working with an interagency agreement, educators are entering a new arena which requires new skills. But if all agencies involved see that the needs of the

individual student at risk outweigh the group dynamic conflicts that eventually arise, they will become committed to the concept of mobilizing all available resources to meet the needs of the population at risk.

Flambeau, Ladysmith, and Bruce (Rusk County)

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Background

Because of complex personal and academic problems, some students need to be taught through an alternative delivery system if they are to be successful in the world of work. This profile illustrates a countywide effort that was designed to allow students to participate in alternative programs to achieve a high school diploma.

These programs were developed from Community Education Services initiatives offered through CESA #12 and Rusk County Social Services. The Rusk County Director of Social Services felt that with Youth Aid funding they could join the county school districts to provide alternative programs that would benefit children at risk of not succeeding in school. The BIG MAC program was started in the School District of Flambeau for students who were short of credits and not attending classes. It was begun as a last resort to help these students earn credits towards graduation. Social services contributed Youth Aid funds that were used for computers, software, and resource materials.

At the same time, the Tutorial In-House Assistance Program was piloted at Ladysmith High School from January to June 1989 for students at risk. These two pilot programs were operated simultaneously and have since merged to form a continuum of services offered in the county.

In addition, the Bruce School District joined with the Flambeau and Ladysmith districts to pool resources. The Bruce School District was looking for alternative programs to better serve its children at risk. Rather than beginning a new program, the district realigned existing resources and took advantage of the progress made by the Flambeau and Ladysmith School Districts and the Rusk County Office of Social Services in offering a continuum of alternative programs to students at risk.

Profile

The philosophy governing the Rusk County Alternative Education Programs enables students at risk to become academically competitive and economically independent. Students designated as at-risk have demonstrated an inability or unwillingness to succeed in the regular school setting using traditional teaching methods. A major purpose of this program is to establish a continuum of alternative instructional services that are separate and distinct from those in which the student has already failed. Program alternatives are flexible enough to meet the needs of at-risk learners.

Specifically, program goals are to

- enable students in danger of habitual truancy, or who have become habitual truants, to work toward a regular high school diploma or an approved Rusk County Alternative Education Diploma.
- provide these students with an education that will help prepare them for independent living.
- promote the development of attitudes and behaviors that will enhance these students' chances of finding and keeping gainful employment.
- encourage the development of social skills which will facilitate the students' integration into the community and work place.

The following services are offered to at-risk learners.

- self-contained classroom
- tutorial instruction (Grades K-12)
- facilitation of home-based tutoring
- individualized instruction

- work-study
- basic literacy study
- life-skills instruction
- study for high school diploma

An individualized alternative education plan is designed for each student designated at risk. Objectives are to

- assess each youth's basic skill levels in reading, language arts, and mathematics.
- provide basic skills instruction in mathematics, reading, and English.
- provide students with courses of instruction which lead toward high school graduation and preparation for entry into the world of work.
- provide supervised work experience when available and appropriate.
- help students make the transition to post-high school education and/or work.

The two components discussed in this profile are the self-contained 9-12 classroom (BIG MAC) and Tutorial Assistance Services, which is a K-12 program operating in each home district.

Policies and decisions for these programs originate with the Indianhead Action Agency, with decision-making responsibilities delegated to the Rusk County Alternative Education Council. The council is comprised of the Director of Rusk County Social Services, the program coordinator for social services, the Director of the Indianhead Action Agency, the agency's administrative assistant, and two representatives from each school. One representative from each school is the Job Target Coordinator, who is employed by CESA #12 and works at the school.

BIG MAC Program

The BIG MAC program is located off-campus in Ladysmith and is designed to provide students with an opportunity to earn credit toward a high school diploma and develop work maturity skills and a work history through a work experience component. Students are referred to this program after all other Children At Risk programs have been tried and failed. The program provides an option for students who were simply not attending school. With the passage of Wisconsin's expanded truancy and compulsory attendance laws in 1987, each school district felt the need to provide a service for older students who had already left school or who were nonattenders.

The program serves 15 students and has one teacher assisted by three part-time aides (one from each participating school district). In addition to instructional duties, the aides serve as advocates for the students in their homes, at work, and at their home school. Aides are assigned students from their home districts, where they establish individual contracts and plans to help students obtain credits and work toward a high school diploma.

Much of the instruction is completed on computers provided by Rusk County Social Services. Each student completes competency-based software programs in language arts and mathematics, and receives appropriate credit for the competencies mastered.

The curriculum is based on home school requirements. While many requirements are districtwide, certain components are required by some school districts and not others.

An example of the alternative program curriculum illustrates how instructional time is utilized in the classroom when students are not working on the competency-based software programs.

Life Skills

I. Self-esteem
   A. Healthy self-esteem
      1. Identification
      2. Values and goals
      3. Collage of self
      4. Ways to gain in self-worth
   B. When low self-esteem strikes
      1. Alcoholism
      2. Drugs
      3. Eating disorders
      4. Smoking
      5. Inadequacy "workaholism"
      6. Relationship despondency
   C. Coping skills
      1. Problem-solving/decision-making
      2. Stress
      3. Harassment

II. Current events
   A. Newspaper unit
      1. Newspaper scavenger hunt
      2. Captive captions
      3. Political or topic profile
   B. Friday wrap-ups
      1. Local
      2. State
      3. National
      4. Global
III. Civics
   A. Government origins
   B. Constitution
   C. Legislative branch
      1. House of Representatives
      2. Senate
      3. How a bill becomes law
   D. Executive branch
      1. Governors
      2. President
   E. Judical branch
   F. Checks and balances
   G. State government
   H. Local government
   I. Political parties
   J. Voting
   K. Government services
IV. Job readiness
   A. Career choices
      1. Interests, aptitudes, abilities
      2. Research three careers
   B. Employability
      1. What employers look for
      2. Work habits
   C. Resume (Personal data sheet)
   D. Job search
      1. Where to look
      2. Job leads
   E. Letters of application
      1. Answering want ads
      2. Cover letter with resume
   F. Application forms
      1. Application
      2. Education/training
      3. Experiences
      4. References
   G. Interviews
      1. Do's and don'ts
      2. Questions asked
      3. Role-playing interviews
      4. Thank you letters
   H. On-the-job skills
      1. Work efficiency
      2. Speaking skills (telephone)
      3. Mathematics skills (making change)
      4. Writing skills (reports, requests)
   I. Benefits
      1. Insurance
      2. Worker's compensation
      3. Social Security
      4. Others
   J. Withholding
      1. W4 and W2 forms
      2. Savings
      3. Partial payment for benefits
   K. Leaving gracefully
      1. Fired
      2. Relocation
      3. Change of career
      4. Retirement
V. Survival on your own
   A. Budgeting
      1. Income vs. expenses
      2. Banking services
      3. Credit
      4. Income taxes
   B. Housing
      1. Options/choices
      2. Leases
      3. Furnishing
   C. Consumer skills
      1. Food
         a. Nutrition
         b. RDA
         c. Plan menus
         d. Reading labels
         e. Comparing foods
         f. Storage
      2. Clothing
         a. Selection
         b. Comparing
         c. Care
      3. Personal care
         a. Personal products
         b. Fitness (home program vs. health center)

c. Health care
   1) Prevention
   2) Doctors

D. Relationships
   1. Types
   2. Communication
   3. Marriage
      a. Partner choice
      b. Making it work
   4. Parenthood
      a. Conception and birth
      b. Birth control
      c. Child care
      d. "Golden years" (view *On Golden Pond*)

The program also includes a work experience component that is critical to keeping students motivated and coming to school. This supervised work experience can be used to earn credit. Students receive wages for work completed.

The BIG MAC program has established informal partnerships with Mount Scenario College and the area vocational technical college system. Students can also participate in the vocational education offerings at Ladysmith High School. Students in the program can still participate in extracurricular activities at their home schools.

Students can be terminated from the program if they have five unexcused absences in a row and five unexcused absences per month; ten unexcused absences per month; for swearing at the teacher; stealing; or for using, selling, or receiving illegal drugs or alcohol in class or at the work site.

Each participating school district is assessed a base amount of $5,000 at the beginning of the school year. Additional costs are prorated on the basis of each district's monthly student enrollment in the program as a percentage of the total program enrollment. Student transportation costs are the responsibility of the students' home school districts. Social services is responsible for costs associated with tutorial assistance, work experience, equipment, and field trips. The Private Industry Council (PIC) provides money for youth work experience to the extent of available funding for 15 students enrolled in the off-campus BIG MAC school.

Tutorial In-House Assistance Program

The Tutorial In-House Assistance program operates in each of the home schools. Each school has 12 to 15 students who work with a tutorial assistant. The tutorial assistant works part-time in the BIG MAC program and spends the balance of the time in the home school working with students and consulting with staff. The assistants also serve as liaison between the home school, the Tutorial In-House Assistance program, the BIG MAC program, and as advocates for the students. In addition, they work with parents and provide tutorial and support services, referrals, and emotional support to students in the regular classroom, helping with academic and social needs and serving as liaison to outside resources.

These two programs represent an attempt to coordinate educational services with social services to better serve children and families at risk. The county has moved away from the easy, but expensive, solution of sending youth out of the county for treatment to providing services to children and families locally. The sharing, coordination, and cooperation of these jointly-managed programs extends beyond the programs and has become the philosophy behind case management and provision of service through a well-coordinated network.

Oconomowoc Area School District

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Background

Oconomowoc Central is a response by Oconomowoc Senior High School to the need for a mechanism to circumvent institutional rigidity and provide a creative response to the diverse educational needs of youth. The challenge for those who created Oconomowoc Central was to

regain flexibility for change without losing the advantages offered by a large high school. This alternative program was originally created in 1974 under a federal grant from the Department of Public Instruction. Those who organized this alternative high school program were given the mandate to use available space in the high school, equipment that was not in use elsewhere, and to seek volunteer instruction from staff who were willing to work above and beyond their contractual obligations. They were given permission to establish new instructional programs appropriate to the needs of individual students. Their philosophy is as follows:

> "Creation of a small semi-autonomous school within the senior high school allowed a different kind of organizational structure to co-exist with the traditional structure but, because of its small size, it could rapidly incorporate change and experiment in well-defined and limited areas without totally disrupting the ongoing program. All staff members involved have an opportunity to stretch their imaginations to try different instructional methods and test newly conceived curricula. "Paper High School" (as it was called in those days) is not a program designed to eventually take over the traditional program, but rather to provide a continuing research and development function within the total school operation. Its function is to provide for the unique needs of individual students as well as a vehicle for the gradual incorporation of new ideas into the traditional school program. It is not an end in itself, but a means to an end. It is conservative in nature in that nothing in existence prior to its creation has been destroyed. It is not intended to replace anything, but rather to provide a new "tool" to enhance and improve upon what we already have. Because it is designed to allow for different approaches to instruction and exploring all avenues of individualized instruction, it will probably always cause discomfort to some of us. It will look different; it will sound different; and sometimes it will make glaring mistakes. These are mistakes that can and will be corrected."

Oconomowoc Central was not established as an alternative program to serve only the at-risk population, but as an attempt to respond to the individualized learning needs of all students in high school. The program also provided enrichment activities to a number of students. It began with 14 students: two who were gifted and talented and 12 students with academic problems.

As it evolved, the program grew to the point where it could accommodate 400 to 500 students per school year. Before Wisconsin's Children At Risk legislation, 20 to 25 percent of the students in the program were gifted and talented, 17 percent had academic problems, and the rest were average students.

When the Children At Risk legislation was passed in 1985, the program became the sole vehicle for Children At Risk programming at the secondary level. This had a significantly negative impact on the program. The population, which once contained a wide variety of students of all ability levels, became homogeneous, and students who could not succeed in the regular curriculum ended up in Oconomowoc Central. With that thrust, the program and students in it were given a negative label. The more successful students no longer had access to the curriculum and resources offered by this alternative program.

Profile

School officials are confident that recent changes made in how children at risk are identified and served in high school will have a positive effect on the alternative programs provided through Oconomowoc Central and, at the same time, better meet the needs of all high school students.

Students who use Oconomowoc Central do so for a number of reasons. Some are officially "full-time" students. This does not mean that they spend all their time in the alternative program, but that their schedules are managed and their work is monitored by the Oconomowoc Central staff. The goal is to have students involved in as many successful experiences in the regular classroom as possible. While some stu-

dents may spend all day in the program, others may be there only one hour a day. Others spend selected periods or study specific subjects in the alternative program. An example of its use is a student who had failed tenth grade biology twice. Instead of retaking the course, the student received the required biology credits by completing an independent project designed by the department head and supervised by Oconomowoc Central staff.

Oconomowoc Central is staffed with a secretary, full-time aide, half-time clerical aide, and one full-time teacher. Other teachers, including a Reading Resource staff member and a mathematics skills and language arts teacher, work with students who have competency failures. They do not have a full class load, but spend time working with students in the alternative program and serve as consultants to the rest of the department. The school district's general budget funds these positions.

In addition to reopening Oconomowoc Central to a wide variety of students and experiences, the high school in 1988 developed the Intervention Team (I-Team) approach to work with students identified as at risk. The following staff members are on the I-Team: psychologist, social worker, principal, associate principal, school counselor, exceptional educational needs (EEN) representative, regular education teacher, designated vocational instructor (DVI), reading specialist, and a representative from the alternative education program. Referrals are made to the I-Team by staff members, parents, or students can refer themselves. The team meets weekly to determine an appropriate educational program for each student.

When the I-Team concept was first implemented in the summer of 1988, the team met to staff students identified as being at risk. Permanent record cards of students entering grades 10-12 were examined for credits earned and school days missed. In most cases, students identified were one or more credits behind their class in credits earned and had missed 20 or more school days. Other individuals who were potentially at risk were identified by I-Team members.

Each student identified or referred to the I-Team was placed in priority categories. This was done so that in the event the I-Team was unable to complete the staffing of all students, it at least addressed those with the most pressing needs.

Priority 1 Students: Students who, in all likelihood, may never be successful in high school are included in this category. They are not likely to graduate by the time they are no longer required by law to attend school. I-Team recommendations for these students often focus on transitional experiences and support within school or through outside agencies that will better prepare them for life outside of school.

Priority 2 Students: While graduation is a possibility for students in this category, it still remains unlikely. Having fallen behind in credits, they remain uncommitted in doing what is necessary to get back on track. Recommendations for this group may focus on programs, support systems, and teacher selection.

Priority 3 Students: Students in this group may have had one bad year in which they fell behind in credits. The probability is good that they will remain until graduation. However, the recommendations made and options pursued may have both immediate and long-range value.

During 1989-90, the I-Team identified 139 students; approximately 80 were Priority 1 students.

A plan is developed for each Priority 1 student and an I-Team member is assigned to monitor each plan and follow the student. Options included in the plan might be the Adopt-A-Student Program, enrollment in Oconomowoc Central on a full-time or part-time basis, referral to county social services, schedule changes, independent study, night school, assignment to a group such as Assertiveness Training, AODA, or an EEN diagnosis. These plans are offered to the students and parents for their approval.

As a result of this team effort to meet the needs of children at risk, Oconomowoc Central is no longer viewed as a dumping ground for prob-

lem students, but is now seen as one resource to help meet the individualized learning needs of a variety of students. This is illustrated by the various ways students can have access to Oconomowoc Central. The program is open to students who

- fail competency-based system I-Team referral,
- need monitoring and academic support during study hall time,
- need to work on independent study beyond the curriculum offerings,
- are concerned about particular courses and want to complete the work through Oconomowoc Central rather than in the traditional curriculum, or
- need specially-sponsored programs such as study skills, remedial reading, and mathematics tutoring.

The types of students who use Oconomowoc Central are those with learning problems, those who are gifted, potential dropouts, dropouts, emotional dropouts, and average students who need additional support to complete the high school curriculum. The curricula utilized are conventional, remedial, exploratory, developmental, and enriched.

In summary, the program provides a means for gradual institutional change and a creative response to the needs of a large and diverse student population. In addition, it is available to a wide range of students. Some dropouts return to school and spend four-hour days in Oconomowoc Central to make-up missing credits, while students with attendance or attitude problems might spend all day there. In fact, one-third of a recent graduating class had received some credit through Oconomowoc Central.

The support for Oconomowoc Central has continued with the new administration at the high school. Its philosophy is as follows:

> "We are in the business of education and we need to educate all the students in the district. There are no longer throw-away children in this district. All students have to be taught and we will find a way to do it."

This has resulted in a major change in staff attitude toward children at risk and the programs that are operating to enhance their success in school.

Janesville School District

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Background

In-Home and Adolescent Day Services (ADS) Program

Rock County has been placing approximately 80 youth per year in out-of-home alternative care settings. County representatives report that these placements have been disappointing and costly. Much of the progress made by these children is quickly undone upon their return to the community.

The Rock County 51.42 Board, in cooperation with the Rock County Department of Social Services, the local Juvenile Probation Department, and area school districts, has tried an alternative to removing adolescents from the home for treatment. They now provide an intensive community-based treatment program for these youths called Adolescent Day Services (ADS). This is a highly structured treatment program that provides mental health and AODA counseling to these youth and their families, as well as academic and vocational instruction, social skills development, and daily living skills development, and recreation or leisure skills training. The average length of stay in the program is two months.

Profile

The Rock County 51.42 Board and the participating school districts have combined their educational and social services resources to create this new service for Rock County adolescents. The program philosophy is to provide Rock County with intensive family-based treatment for emotional disturbance and AODA programs in the least restrictive setting possible. The program undertakes a holistic and coor-

dinated approach to these complex problems by involving all facets of the environment in treatment. This is accomplished by providing academic, social, and counseling services as a team effort to prevent antisocial behaviors.

Basic services to students and their families include

- individual casework and didactic services which focus on reversing family dysfunction.
- an individual, group, and family education, counseling, and nurturing program that encourages positive self-concepts, provides an opportunity to develop personal insights, requires personal accountability, gives direction in problem-solving skills, advocates mutual respect, establishes responsive academic skills, reintegrates students into the local community, and encourages school attendance.
- case management services to enhance self-sufficiency. To this end, students are assessed for educational needs and networking services to ensure that all available county resources are mobilized to meet these needs.

Students in the program must be ages 13-17, medically stable, have the capability to participate in the curriculum of their home-based school, and have manifested substance abuse behavior, emotionally disturbed behavior, or be exceptional educational needs (EEN) students.

Adolescent Day Services began accepting students in January 1989. In addition to serving youths in Rock County, the facility is used to transition youths returning from out-of-county correctional placements. This has eliminated many of the problems local schools faced when these students suddenly appeared and needed individualized curricula and critical services.

Students with an EEN diagnosis receive an individualized educational plan (IEP). The records of non-EEN students are reviewed and an educational plan is adopted which contains the elements of the academic program these students will need to move toward graduation requirements or a high school equivalency degree. Each student participates in an individual educational tutoring program focusing on school subjects. In addition, all students participate in health classes, daily living activities, physical education, computer literacy, remedial reading, team sports, and educational and recreational/leisure activities. Supportive services and vocational assessment and education are provided as needed. It is the responsibility of the school district to monitor, re-evaluate, and reintegrate the student into the home school as a primary function of the ADS program. This occurs with the assistance of CESA #2 and all other agencies involved.

Students who are not already working are encouraged to find and maintain at least part-time employment. Other appropriate curricula related to vocational exploration and living skills such as budgeting and use of checking and savings accounts are provided.

Within the program, students are assigned to one of three unique service units. Each unit has a different emphasis. They are

- Unit for Treatment of Emotionally Disturbed. Students with an EEN diagnosis in the area of emotional disturbance participate in this unit consistent with their IEP.
- AODA Treatment Unit. This is for students who display chronic problems with substance abuse as a primary need.
- Reintegration Unit. Students in this unit receive increased training directed at self-sufficiency.

Teachers in the educational program are hired by the CESA and contract with the eight Rock County school districts for their services. Each school district is billed per individual student enrolled in the program. The students are still formally enrolled in their home schools.

The following description explains how a student is identified and receives services through this program.

Problem Identification: This initial step identifies adolescents ages 13-17 who are experiencing problems in school, home, with peers, or elsewhere in the community. If it becomes evident the services available through the Adolescent Day Services Program are necessary, a referral is made to the Multi-Agency Referral Committee (MARC).

MARC consists of representatives of area school districts, Rock County Department of Social Services, local Juvenile Probation, CESA #2, and the 51.42 Board. The committee's functions are to expedite the referral process, provide follow-up, and to continue refining the program to meet the needs of all participating students.

At MARC'S weekly meetings, forms detailing the student's comprehensive treatment/education plan and the reimbursement to be made by the local school district are sent to the district. The school must follow specific steps to ensure compliance with all legal requirements related to serving these students.

Comprehensive Treatment/Educational Placement: The culmination of the process is placement that addresses the treatment, safety, and educational needs of the student.

Work Experience Components 10

Overview

Recommendation #9: All high-school-age Children At Risk programs should contain a supervised work experience component that shows the relationship between school and work.

Programs designed for high-school-age students at risk should include a school-supervised work experience component or extensive career development activities that clearly illustrate the connection between performance in school and opportunities in the workplace. Many students at risk frequently ask the question, "What will school do for me?" For many, an understanding of the connection between school and work is the only reason they continue to attend school. Students need to relate school or learning to the world of work in a personalized way. They often need help focusing on a particular set of choices, expanded awareness of the labor market, and access to situations which will lead to success for them and enhance their self-esteem. (Bloch, 1988)

According to the Department of Public Instruction, school-supervised work experience is a set of planned educational experiences supervised by licensed school personnel and designed to enable learners to acquire attitudes, skills, and knowledge for work and other life roles through participation in actual or simulated work settings related to in-school instructional programs. It is seen as a method of instruction that can be used to deliver the curriculum. Through work experience, students can learn what is meant by a business "market" and by the term "overhead," and how net income differs from gross income—all practical applications of economics and mathematics. It is also a proven educational method for fostering career planning and exploration and teaching employability skills and attitudes.

Not every school district has the potential to offer work experiences outside the school. Community service work can be as beneficial as paid, part-time employment. Similarly, simulated work settings provide an opportunity for a more controlled educational experience and afford more students the benefits of participation in work. Career exploration programs, supervised volunteer work, and simulations within the vocational disciplines are all methods that can be used to address the school-supervised work experienced element.

Both the business and education communities see a reciprocal relationship between education and work. Businesses need educators to set and maintain high performance standards and to be accountable not only for improvements in academic achievement, but for conveying the importance of attendance, homework, behavior in class, responsiveness to authority, and other indicators of maturity and responsibility to the work place.

Educators need employers to provide resources and opportunities to motivate students and improve the educational environment through programs that use mentoring and job shadowing experiences. This allows students to observe and work in the community. After a mentoring or shadowing experience, they can understand the daily tasks completed at a selected work site.

The need is clear, but there is still a lack of specificity in the relationships developed between a school and a particular business community. Schools must be more directly connected with the larger world of work and the adults who inhabit that world. This is an important component for all students, but it is critical in any effective at-risk program since many school dropouts do not complete high school because they do not see the connection between academic skills and future employment.

The solution is to develop communitywide collaborative efforts that increase communication and decrease isolation between the education and the business communities. This can be accomplished by bringing education to business and by bringing a clear sense of the world of work into the schools. In some communities this might mean creating a list of the basic requirements employers need and incorporating it into the K-12 curriculum. In other cases, it might mean establishing an Adopt-A School program or donating equipment. Some communities focus their collaborative efforts on a high school program, while others see the need for assistance along a continuum from prenatal to age 21 to overcome the barriers to school completion and gainful employment.

The Parker Project (1981-85) surveyed Wisconsin employers to understand how they felt about Wisconsin's high school students. The employers response indicated that high school students were weak in

- attitudes toward work;
- understanding of the value and importance of work;
- knowledge of safe working procedures;
- understanding the U.S. economic system;
- willingness to learn new skills and the ability to learn them quickly;
- recognizing problems and solving them independently;
- knowledge of business operations and related job requirements, motivation to seek full-time employment;
- work quality and productivity;
- communication skills (listening, speaking, and writing); and
- initiating, planning, and directing their own work.

The majority of responding employers felt that school-supervised work experience programs contributed to an applicant's success at the job. Administrators were encouraged to provide teachers coordination time and flexibility in daily scheduling so students could have the opportunity to participate in these programs.

Regardless of the form the collaborative effort takes, it should aim for long-term structural changes which include reducing the number of school dropouts, enhancing basic skills instruction, providing increased access to jobs, and modifying existing programs and integrating them into a comprehensive continuum of services.

Work experience programs can incorporate these changes and provide the following benefits for students at risk:

- A work-related method of teaching helps students see the relevance of their school studies to the "real world." This can encourage competence and achievement in the classroom and offers the opportunity to earn money, eliminating the temptation to drop out for economic reasons.
- Students gain more realistic perceptions of work while they are developing skills and attitudes that will make them more valuable and productive employees.
- A work-related method of teaching provides training that could lead to mastery of entry-level skills and an opportunity to pursue a more advanced job after graduation.
- The coordinator of a work-related experience is often in a position to relate to students outside the traditional classroom, and may have a better chance of developing an effective relationship with a student.

- A job can be a very strong incentive to attend school. Some employers allow students to keep jobs only when they attend school regularly. Others insist that students earn the right to work by demonstrating success in school.

The goals of any effective business-education partnership for at-risk youth are twofold:

- Keep youth in school until they earn a high school diploma.
- Give students a work orientation and an idea of how they can belong to the community of work.

In January 1990, the state superintendent announced the establishment of a task force to examine teenage employment as it relates to education. This task force examined the number of hours children are working during the school year to ensure the activity has educational benefits and provides job skills that will help students in the future. It was assumed that school and work are compatible and beneficial, yet school must always remain the number one priority for children. The task force was charged with examining current child labor laws; reviewing existing studies on youth and employment; developing a publication for parents, schools, and businesses that contains recommendations for teenage employment; and expanding partnerships between employers and schools to ensure that youth employment opportunities contain an educational component and help students develop good work habits and attitudes.

The superintendent noted that school-supervised work experience can help students develop good work habits and attitudes and help them learn about careers. However, the work experience must be school-supervised through business-education partnerships. Superintendent Grover stated, "There has to be a balance between work and school but, even more importantly, there needs to be a better understanding among business, education, parents, and the students themselves of both the positive and detrimental effects of youth employment. Surely there are benefits to working, but no one should expect a high school student to work thirty or forty hours a week and still receive the kind of education that is needed to pursue further education or full-time, gainful employment." The task force report was scheduled to be released as this publication went to press.

How can these general concepts be implemented?

Wisconsin Standard (m) states that each school board shall provide access to an Education for Employment program that has been approved by the state superintendent. Under the standard, school districts are required to provide all students access to classes and programs designed to prepare them for employment throughout their education. Education for Employment refocuses a portion of the mission of public elementary and secondary education by recognizing the key role education plays in economic development. Education for Employment is founded on the principle that schools should tie education to work. Therefore, it suggests that K-12 education be the focal point to link basic education skills; career exploration, planning and decision-making, citizenship, and preparation for the world of work so that they are an interwoven whole. To do this, schools need to involve business, industry, and the community in a total and coordinated way.

Under this standard, all pupils in grades K-12 shall have access to an education for employment program which provides for

- instruction leading to the practical application of basic skills in the general and vocational curricula;
- school-supervised work experience, which may include community field experiences relating to work in grades kindergarten through grade 12, more specific occupational training in grades 7-12, and paid work experience in grades 10-12;
- career exploration and planning that also addresses sex-role stereotyping in career decision-making;
- instruction in employability skills and attitudes; and
- the study of the practical application of economics and American economic institutions, including entrepreneurship education and the knowledge needed to begin and operate a business.

Some school districts outside Wisconsin, such as Prince George's County, Md., have collaborated with business partners by asking the business community to identify all the skills they want in a new worker. The schools ensure that these skills are included in the instructional program. All students are tested on these skills and, if they pass, are given a guarantee certificate along with their diplomas. If a student does not demonstrate these skills to an employer, the school will take back the student, educate him or her again at no cost to the employer, and return the student to the work site retrained. Prince George's County also has an Advisory Council for Business and Industry with the following goals:

- strengthening the school system's curriculum,
- enhancing school staff development,
- motivating and preparing students for employment, and
- assisting in public relations for public education.

Following are examples of partnerships established between local businesses and schools in Prince George's County as an outgrowth of the Advisory Council:

- The Maryland Natural Gas Company began a partnership with a middle school that includes opportunities for students and staff to take advantage of a wide variety of experiences including mentors, tutors, contests, and field trips.
- The General Heating and Engineering Company works with a vocational center at a high school because it is experiencing a shortage of sheet metal workers. It encourages students to train for careers, assist with training, and donate equipment.
- Shakey's Pizza devotes its entire advertising budget to school-related activities.

The Advisory Council in Prince George's County continues to work with the following goals on an ongoing basis:

- Every student should demonstrate proficiency in identified employability skills.
- Schools should infuse career education programs in every grade.
- Vocational programs should be retitled to remove stigmas.
- Certificates should be provided noting mastery of employability skills.
- An ongoing monitoring system should be in place to assess recent graduates and to provide continuing services for students who do not demonstrate basic skills in the work place.

Existing Programs

Madison Metropolitan School District

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Background

The Work and Learning Center (WLC) is an approved accommodation program that has been part of the Madison Metropolitan School District for 13 years. It is a small high school with 60 students age 16-21. Students work half-time and attend school half-time. All students admitted to the program must have attempted to complete two years of high school before their acceptance. Most students at the Work and Learning Center present two common problems: attendance/truancy problems and credit deficiencies.

Profile

Each class is limited to 15 students who stay together for the entire two years of the program. A new class begins each semester until the maximum 60 students are enrolled in the program. Students come from all four city high schools and are referred to the program by a school principal, school counselor, or Dane County social worker. Referred students complete a questionnaire and are interviewed to de-

termine their likely commitment to the program.

The differences between this program and regular high school programs are stressed to students during their initial interview. In a regular high school setting or other alternative programs, students may choose from many electives. In WLC, students commit themselves to participate for 40 hours per week in the classroom and community. Students learn academic subjects, how to relate to people, how to evaluate their skills, and are expected to develop a positive attitude toward themselves and work. Students also have a chance to try new roles and make decisions about life after high school.

Students in the program contract to complete work in school at a job site each semester. Those who complete the classroom work and their work experiences each semester graduate and receive diplomas from their home high schools. The curriculum concentrates on social, academic, and vocational skills needed for independent living. The program uses both the school and the community as a base for learning. Students have one teacher each semester who monitors their work and education, and are assigned a different teacher at the change of semester. This feature is valued by students who often feel lost in a larger school where they may be overburdened with the number of teachers and assignments to be managed. The one-teacher concept introduces stability and predictability into the school day.

During the first semester, students work on a team with adults in preschool programs throughout the city for 15 hours each week. In conjunction with this work experience, students are given instruction in communication, basic mathematics, English, psychology, marriage and family issues, and sex education. All curriculum components are correlated with the work experience.

During the second semester, the same group of 15 students switches off between two work experiences. One part of the group takes on the task of refurbishing an old house and are involved in planning, carpentry, plumbing, electrical work, and painting. They learn new skills and how to work as a team. For the balance of the semester, students work in adult care at one of the area nursing homes or adult day care centers. This involves a number of duties and students are responsible for establishing social contact with selected residents of the program. In the classroom during this semester, students study mathematics, reading, writing, and life skills that will enable them to survive independently, such as how to budget money, rent an apartment, and buy a car. They also begin career assessment activities which help them select the type of work experience needed for the third and fourth semesters.

Students are given the opportunity to choose the kind of work they want during the third semester. They work 15 hours per week and rotate jobs every eight weeks, which gives them an opportunity to experience the type of work they may want for the fourth semester and after graduation. The program staff find jobs for the students after they have chosen a general area of interest. Serious attempts are made to find a job site close to the student's home. During classroom time, students have an opportunity to meet with speakers who talk about their work. Students also participate in field trips to better understand the kinds of work available in the community. Through the social studies curriculum, they learn about their legal rights and responsibilities as citizens. Mathematics and language development complete the third semester curriculum.

During the fourth semester, students work 15 hours a week at a job of their choice. They are encouraged to select work of the type they may wish to pursue after graduation and remain at this one job the entire semester. Because the students are on the job for a longer period of time than previous semesters, program staff encourage employers to offer students more complex activities as the semester progresses. This teaches work attitudes and provides the opportunity to be involved in an informal on-the-job training experience.

Classroom time during this semester centers on future planning and ensuring that students are ready to take responsibility for themselves. They begin to study more abstract questions about who they are, moral issues, and the way

they wish to express themselves in the larger society around them. During this semester, students who are capable of taking courses at Madison Area Technical College (MATC) are able to pursue course work there that is not available at the Work and Learning Center.

MATC has been very supportive of the work the school district is doing with its students at risk. Counselors from the college routinely go to schools in the district and administer interest and aptitude assessment inventories to each student to stimulate them to think more about themselves and their future. Counselors then meet with each student to discuss programs available at the college that might fit into the student's interests and aptitudes. Senior students at the Work and Learning Center are invited to the MATC campus to spend one day engaged in a program is of interest to them. If a student is interested and has the financial means, he or she can arrange to enroll in a course at MATC. This is done on a case-by-case basis rather than as part of a formal agreement.

Stoughton Area School District

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Background

The Stoughton Area School District has been actively involved in a variety of programs for children at risk. Most of these programs contain a component that encourages and strengthens the relationship between school and work. The programs described in this section operate in middle school and high school.

Work Experience Career Exploration Program

The Work Experience Career Exploration Program (WECEP) was begun in the Stoughton Area School District during the 1981-82 school year. The program was designed to help students succeed in school through participation in a structured educational program and a school-supervised work experience. The curriculum centers on enhancing the self-esteem of program participants and providing opportunities to solve problems and make good decisions. WECEP was first funded by a grant from the Department of Public Instruction, but the school district has gradually assumed financial responsibility for the program. The school district now funds 100 percent of program costs, but does not pay student wages.

The work experience portion of the high school program revolves around a 1984 partnership established between WECEP and the City of Stoughton. In this partnership, the city puts $900 into a stipend for the program and the students raise $600. The $1,500 is then used to pay students for work completed for the city. Students work in job crews on painting and construction projects for the recreation and street department, and are supervised by the WECEP coordinator and appropriate city employers. Partnerships have also been developed between the senior citizens center and the schools. Work is completed and paid for by the job. The work experience component is designed to teach good work habits and engender a positive attitude toward work. The goal is to help students develop habits that will lead to success both in the classroom and at work.

WECEP gives students the opportunity to acquire positive employability skills through on-the-job training and to transfer these positive work habits to their school experiences. The discipline necessary for successful performance as an employee is similar to the discipline required for successful performance as a student. Many school-alienated youths believe they will improve their lives by quitting school and going to work. This program provides both support and experiences that have effectively led to improved student success in school and the expectation that success in school will lead to a more fulfilling experience at work.

WECEP is one of many initiatives created in Stoughton in response to the needs of children at

risk in high school. Students identified as at-risk in eighth grade are referred to the WECEP coordinator when their school performance leads staff to believe they may not finish school. They then participate in the high school program. Approximately 20 students participate in the program.

During their freshman year, students spend classroom time on improving their self-concepts, social problem-solving skills, and decision-making skills. During the sophomore year, they explore career options and again spend time on improving self-concept and social problem-solving skills. Monthly one-on-one advisory sessions with the program coordinator are used to evaluate each student's progress.

The WECEP coordinator has special education training and supervises the students' work in the community, teaches two classes a day, tutors students, and serves as their advocate. The coordinator establishes a close, personal relationship with the students and can offer the support they need throughout the school day. This is a readily-available resource to help students improve their chances at success in school.

Middle School WECEP

The Stoughton Middle School WECEP program was begun during the 1987-88 school year as an eighth grade intervention/prevention program to deal with problems students were having in school. The program has a Career Passport component and has work sites established away from school. While the program has the same general format as the high school program, the focus is preventive and on building basic skill levels to provide a smooth transition to high school.

Middle School WECEP students learn employment skills and explore careers, and most are involved with some type of limited work experience/exposure in a learning atmosphere. WECEP students receive grades for their participation in the program.

The program's primary objective is to provide more positive experiences at school and focuses on raising self-esteem and helping students think of themselves positively both in school and outside the classroom.

Alternative Learning Programs in Stoughton (ALPS)

Students leave the WECEP program at the end of tenth grade and may return to the regular curriculum, be assigned to a Reading Resource Room, or go into Project ALPS. ALPS is funded in part by the Dane County Private Industry Council, Wisconsin Department of Public Instruction, and the Stoughton Area School District. Participation in ALPS helps youths ages 16 to 21 overcome barriers to employment. These barriers include family patterns that lack support for education or employment, dropping out of school, low basic skills, lack of sufficient credits to graduate, lack of employability skills, poor attitude or negative behavior undermining effective school performance, lack of specific vocational training, or lack of work experience.

The three basic components to the ALPS curriculum are basic skills, social skills, and employability skills. An Individual Education and Training Plan based on individual needs is developed for each student. All plans are written so they can lead to a diploma. Students' schedules are individualized and flexible. For example, some students might be at school only in the morning, while others may spend the entire day in the ALPS program for tutoring to help them keep up in the regular classroom. Others may spend the majority of their time with the work experience component of the program and spend a minimum amount of time in class.

The following demonstrates the effectiveness of ALPS as measured by the number of youth who:

- complete the program and get a job,
- stay in school,
- enroll in vocational training,
- earn credit toward graduation,
- gain a high school diploma,
- successfully complete a work experience activity, or
- gain employment competencies.

Employment competency is shown by

- basic skills improvement based on standardized pre- and post-tests and showing 80 percent mastery of basic skills competencies.
- improved behavior/attitude based on standardized pre- and post-tests and showing 80 percent mastery of personal/social skills competencies.
- employability skills improvement based on standardized pre- and post-tests and showing 80 percent mastery of employability skills competencies.

In the future, the WECEP staff hopes to build more family involvement into both the WECEP and ALPS programs. Many issues students in these programs confront involve family members. They need support from the school and home to resolve these problems.

Adult Passport Program

This program is aimed primarily at students age 18 and above who are unwilling or unable to participate in the traditional classroom. It is designed for dropouts who can re-enter the school system through an alternative delivery system. The program culminates in a "Passport" credential equivalent to the high school diploma. The intent is to provide high school credit for work experiences outside the more formal structure of a work experience program. At times these students are in school, while at other times they are involved in learning experiences solely at a work site.

A staff person acts as a liaison between the student and faculty member responsible for granting course credit. The faculty member identifies core competencies that the student must master, either in school or on the job. Once the competencies are identified, the liaison determines the job tasks the student needs to complete to receive credit for those competencies. For example, a student engaged in farm work could use tasks completed on the job to obtain credit for physical education.

With this program the faculty takes on additional responsibilities in delineating tasks that need to be completed. They realize these students have problems and are trying to complete their education under difficult circumstances. Faculty members appreciate the opportunity to use the liaison to reach students who have not been able to succeed in the classroom.

Parent Place

Parent Place is a program offering support to parents of students in the community. It focuses on understanding and dealing with children's behavior, developing decision-making and problem-solving skills, and reinforcing good study habits. It is aimed at the parents of Chapter I students and the parents of preschool through high school children in what are identified as high risk families—those that negatively influence a child's chances of success in the school and community.

Parent Place was begun in January 1982 with the hiring of a part-time coordinator who was trained in teaching and community outreach. Located in the Community Building of Stoughton Middle School, it is an example of multi-based funding. Chapter I funds were used as a start-up base of support, with other funds used to supplement them.

The coordinator works with the school district and community to develop and deliver training to enable parents to nurture the academic growth of their children. Activities are offered on such topics as fostering positive self-esteem, prevention of drug/alcohol abuse, "Getting Off to a Good Start in the Fall," and "Deciding What Kind of Discipline is Right for Your Child."

Parents are also shown how they can be supportive of their children's work experience programs. These parents often lack successful job histories. Many never learned how to obtain and hold a job and do not understand how to make a decision to pursue a particular career or job. Parent Place has received funds from the schools and social service agencies to begin a Jobs Club for Parents.

This forum allows parents to talk about the progress they are making with their children, discuss problem-solving strategies at weekly sessions, and learn how to cope with the stress of

the teenage years. Parents also learn how to encourage their children to persist in school and how to keep their children from dropping out of school.

Parents also learn to balance the dependent/independent issue with teenagers. The parent's role is critical in determining whether the student stays on track and when he or she should leave the home to live more independently.

Single Parent Project

This project serves 15 to 20 single teen parents by providing outreach, enrollment in programs, and Individualized Education for Employment Planning based on assessment of interests, abilities, aptitudes, and career plans. Also provided are support services such as child care and transportation, coordinating with staff and other community agencies for effective parenting, life management, basic employability and vocational skills training, school-supervised work experience/career exploration, high school diploma preparation, and using existing educational alternative vocational and pupil/social services in the district.

In summary, the key to the success of these programs is the partnership between school administration, teachers, students, and the community. These partners not only accept the need for this program, but also respect the program and the services it brings to individual students and the entire community. During the past decade, the dropout rate in the Stoughton Public Schools has fallen from 3.9 percent to 0.69 percent. School officials attribute much of this success to programs such as WECEP, ALPS, the Adult Passport Program, Parent Place, and the Single Parent Program, which offer alternatives to students at risk of failing within the traditional curriculum.

Portland, Oregon

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Background

In 1984, members of the Portland business and educational community joined forces to work on one common goal they felt was critical to the growth and development of their community. This effort grew from the convictions of business leaders, the mayor, and school superintendent, who believed a long-term effort was necessary to improve the lives of children at risk rather than the "quick fix" approach operating in many city programs. They wanted to improve job opportunities and employment preparation and coordination among existing programs. The Leaders Roundtable was founded to address those needs. Membership included political, business, and educational leaders, organized labor, the Portland School Board, Portland Community College, and others with policy-making and funding influence over youth employment programs.

The Portland Investment is the Leaders Roundtable ten-year strategy to accomplish these objectives. The plan pulls together youth employment programs, stimulates private sector involvement in schools to reduce dropout rates, provides increased employability skills, and provides increased access to jobs for low income and minority youth. It brings together resources from education, the private sector, social services, the juvenile justice system, and most of the institutions that provide services to youth.

The Portland Investment is designed to intervene at each age level with preventive strategies for younger children and remedial approaches for older students. All programs combine academic preparation or remediation, employability skills training, and support services. Most students participating in the various programs are involved in multi-year approaches that operate 12 months of the year.

Summer Training and Education Program (STEP)

In 1985, Portland was chosen as a demonstration site for STEP by Public/Private Ventures of Philadelphia. This program model uses JTPA funds (Title II-B) to help dropout prone 14- and 15-year- olds stay in school.

STEP is a response to the following conditions:

- Low-income youths drop out of high school at an alarming rate.
- Dropping out of school leads to long-term difficulty in the labor market and basic skills deficiencies.
- School experiences during the early teen years strongly influence later decisions to drop out or persevere.
- Low-income youths lose ground academically during the summer months.
- Summer jobs are a high priority for low income youths.

Over two consecutive summers, STEP participants receive 90 hours of remedial instruction in reading and mathematics, work at least 80 hours, and attend life skills sessions for 18 hours each summer. They are paid minimum wage for a full day, five days a week, for six to seven weeks. The second summer of work and study is guaranteed to those who successfully complete the first summer and stay in school.

STEP offers three activities during the summer programs.

- Remediation: The curriculum, Practical Academics, includes week-long modules that teach basic skills in contexts relevant to the students. Participants spend approximately three hours in class each morning, with about 20 percent of that time devoted to computer-assisted instruction.
- Life Skills and Opportunities: The emphasis is on personal decision-making in a context that encourages responsible life choices. Classes highlight the consequences of, and constructive alternatives to, sexual activity, teen pregnancy, and substance abuse; ways to avoid pregnancy; and sources of family planning and counseling services. The curriculum encourages students to set goals, plan for the future, and take responsibility for their decisions.
- Work Experience: Many youth apply to STEP because they want a summer job. These jobs are similar to other JTPA jobs offered through federally-funded programs and may be individual placements or group projects. Students who return for a second summer are usually offered more challenging jobs.

When the STEP demonstration concluded, the Portland Private Industry Council (PIC) and Portland school system decided to continue the program. Four years of comprehensive research indicate positive results. STEP youths show gains in both reading and mathematics, while a control group's reading and mathematics scores went down during the same summer period. Additionally, students in the program are less likely to fail in school and, if sexually active, are more likely to use contraception.

BRIDGE

This program also comes under the umbrella structure of the Portland Investment and was designed to strengthen the year-round STEP experience. Initially funded by Student Retention Initiative funds from the State of Oregon, it is also supported with funds from the Private Industry Council (JTPA money) and Portland Public Schools. The BRIDGE program goal is to help disadvantaged youths establish patterns of personal and academic success.

BRIDGE, like STEP, targets students who are between one and four grades behind in reading or mathematics and who are economically eligible for JTPA services. It is designed to help these students make the transition from the eighth grade to high school and to acquire the skills required to be successful in school and at work. Twenty-five eligible youth are identified during the spring of the eighth grade semester. They participate in STEP during the summer between the eighth and ninth grade and enroll in the BRIDGE program upon entering high school in the fall.

BRIDGE is a one-period class taught by a licensed teacher with assistance from an instructional aide, both of whom are school district employees. The BRIDGE groups are divided so classes have approximately 12 students, ensuring individual attention and instruction. The Private Industry Council provides an advocate who works with the youths on a case manage-

ment basis. This advocate monitors student progress and makes referrals to appropriate outside service agencies, if necessary. The advocate, teacher, and instructional aide work as a team both administratively and in direct contact with the students.

BRIDGE is now in its third year of operation and three additional Portland high schools are implementing the program. One high school will be offering a BRIDGE class to all incoming freshmen.

The essential elements in the BRIDGE program include the following:

Eighth grade

Identification and assessment of student orientation to BRIDGE.

Ninth and tenth grade

A class that stresses the connections between school and work, motivation to stay in school, personal and academic goal setting, and life planning and basic skills enrichment.

Social and academic counseling for students.

Intervening summers

Half-day skills and life skills planning sessions through STEP.

Supervised work experience in STEP.

Instructional strategies include individualized and group instruction, use of computers, units of instruction which integrate the world of work; basic skills and personal growth, experiential activities in the classroom and community, special projects designed for individual student needs, and academic and personal counseling and referrals.

The following topics are included in the ninth grade curriculum:

- self-esteem, self-responsibility, decision-making, and managing time without losing it
- conflict resolution
- communication
- peer relationships
- career awareness
- leadership
- career goals and expectations
- multi-cultural/multi-ethnic awareness
- me, myself, and I
- traditional and nontraditional roles
- substance abuse
- self-preservation
- community resources
- planning for the summer
- using leisure time

BRIDGE also exemplifies the various collaborations necessary for an effective program. Partners in the project include

- Private Industry Council—provides fiscal and operational management, summer education/employment experiences, and advocacy during the school year
- Portland Public Schools—teachers and instructional aides for ninth and tenth grade BRIDGE classes coordinate the Business Youth Exchange
- Northeast Youth Service Center—provides support services and referrals
- Northwest Regional Educational Laboratory—provides curriculum development and staff training

Many of the challenges confronting the STEP and BRIDGE program planners are the same issues that arise when a number of "systems" work together to meet the many needs of students at risk. Staff should not be forced into the program because of seniority or the many political issues that often influence teacher assignments.

It is also a challenge to operate a program within a school when the traditional school policies differ from the policies of alternative programs such as STEP and BRIDGE. The rules of these programs may be different than those of the schools in which they operate. To speak effectively to the daily needs of these students at risk, a fine balance of autonomy and close cooperation is needed.

In programs such as STEP, the classroom curriculum must be connected to work done at the job site. The curriculum needs to be de-

livered differently than during the school year if the goal is to motivate students at risk to become and stay involved in academics.

These are two of many programs under the umbrella of the Portland Investment. Portland is a city that has attempted a comprehensive response to the educational and employability needs of disadvantaged youth. Its goal is to develop an educational ladder or service continuum that will identify and serve from birth to young adulthood those who are at risk of dropping out of school.

Fostering Understanding, Sensitivity, and Effectiveness 11

Overview

Recommendation #10: Have a staff development plan that leads to increased understanding, sensitivity, and effectiveness in educating Children At Risk.

Many administrators, teachers, and pupil services staff have not received sufficient training to effectively work with children at risk. Experts agree that working with students who bring a complex set of problems to the school building requires more creative problem-solving, less bureaucracy, and more participatory decision-making than most schools are used to. Staff need to receive training in new approaches and techniques, and need the flexibility to design and implement programs that are effective with this population.

In order to be successful, all staff members need to confirm the potential of each student and the obligation of each staff person to be successful in his or her efforts to educate every student. This means inservice training programs should communicate that teacher-student interactions should be governed by the following principles.

All school staff members must

- accept personal accountability for students' success. The entire staff must accept the responsibility for helping each student overcome impediments to success.
- believe in practicing a role beyond the traditional role of instructor. Teachers should be willing to impart more than the subject matter they were officially hired to teach.
- accept the need to be persistent with students who are not ideal pupils. Undesirable behaviors are not evidence of a defective character, but are often the expression of accumulated frustrations and a disadvantaged background. Staff need to learn how to focus their energies away from retribution and toward understanding, guiding, and providing pupils a chance to succeed in a way that has not been made available before.
- express a sense of optimism that all students can learn. In order to be effective with children at risk, the staff needs to truly believe that with the right kind of environment and opportunity, the innate potential of every student can be tapped. (Wehlage at al. 1989)

Staff training should not only teach techniques and strategies, but must also reflect a reward system for those who communicate with families, coordinate with other school personnel, and use community resources to better meet the needs of each student. Training should emphasize an understanding and appreciation of multicultural backgrounds, mastery of active listening techniques, and respect for students.

It is also important to consider whether school conditions enable or inhibit teachers' effectiveness with children at risk. Teachers must not drive these students away with demands they refuse to tolerate.

The adequacy of teacher education programs around the at-risk issue also needs to be brought into question. Every teacher education institution should be able to identify a pool of successful schools for students at risk to serve as examples and laboratories. This will illustrate in real terms what "successful" means to new educators and to those who have not seen a successful at-risk program in operation.

Existing Programs

State of Illinois

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Background

The Illinois State Board of Education received a grant from the Council of Chief State School Officers in 1988 for a project that would ensure educational success for children and students at risk. One goal of the project was to establish a "Network of Accelerated Schools" in Illinois. The concept of accelerated schools was developed by Dr. Henry Levin of Stanford University. Accelerated schools are designed to address the needs of elementary school-age students at risk by minimizing the intervention of traditional pullout programs, and maximizing the use of other strategies which accelerate students' learning.

The Illinois Network of Accelerated Schools began in January 1989 to target resources and assistance toward successful learning experiences for students at risk. Network schools apply new approaches to education in which administrators, teachers, parents, students, and noncertified staff are empowered with a sense of responsibility for changing the school. The network consists of 25 elementary schools, which were selected for participation in a pilot program based on their high concentrations of students at risk. The network goal is to ensure that students in these schools perform at grade level upon completion of sixth grade.

Located in school districts diverse in size and setting, the network includes schools from urban, suburban, and rural districts ranging in size from 190 to 1,020 students. Network schools serve 10,813 elementary school students. These schools share some common characteristics.

- Low income. Each of the 25 schools serves a greater percentage of students from low-income families than the state average. In five schools, more than 90 percent of the families are below the poverty level.
- Mobility. Each network school reported a pupil mobility percentage higher than the state average. Thirteen schools had a turnover of more than one-third of their students in the past school year.
- Low reading scores. Seventeen schools reported third grade scores below the state average; sixth grade scores in 22 schools fell below the state average.
- Ethnic/minority students. Ten schools reported ethnic/minority enrollments greater than two-thirds of their total enrollment.
- Limited English proficiency. Eleven network schools enroll limited English-proficient students, with four schools serving populations higher than the state average.
- Retention in grade. The grade retention average in network schools is as high as 10.7 percent, compared to the state average of 3.3 percent.
- Attendance. Twelve network schools have attendance rates below the state average of 94.5 percent for elementary schools.

This profile describes activities completed to date that implement the philosophy of accelerated schools. Most resulted in staff development and technical assistance for the network schools.

Profile

The focus of Illinois' work with at-risk students in these elementary schools was on training local school staff to become sensitive to the needs of these children. In addition, technical assistance was provided so schools could realign

their curriculum to adhere to the accelerated schools philosophy.

Orientation training for the staff at the network schools began in 1989. Teams of teachers, the building principals, and central office staff met with staff from the Stanford University Accelerated Schools Project to learn how to implement the accelerated schools philosophy with all students. They became known as the "core team."

The first inservice training session focused on three principles of accelerated schools: unity of purpose, building on strengths, and empowerment. Discussions were held on a number of related issues such as how to involve parents in the daily life of the school, how to get reluctant faculty interested in this new philosophy, alternatives to traditional remedial pullout programming, and how to enhance and encourage state and local support for the new direction of this at-risk program.

The core teams then returned to their school and began to implement their plan with the assistance of staff from the Educational Service Center in each region. One staff person from each center was appointed as facilitator for each school. The facilitators had the following tasks to perform at the local level:

- to help facilitate the change process, and
- to serve as a communications link and provide technical assistance to increase local resources that could reduce the burden on the school alone in working with students at risk.

Local schools also received support from the State Department of Education. State Office personnel volunteered to adopt one school in the network and to serve as personal advocates for the school within the state-level bureaucracy to tap resources and reduce red tape indigenous to any state-level agency. For example, one school wanted to change its use of Chapter 1 funds to better align its practices with the accelerated schools philosophy. The state adopter personally intervened and eliminated road blocks so the school could move forward with its plan. Each core team and its state-level advocate meet on a regular basis.

During a second training conference, the core teams, their adopters, and local facilitators returned to meet with the Stanford University team. This time they also brought parents along. Each school team left the conference with a statement describing how it intended to increase community and parental involvement in its school within its larger plans for implementing the accelerated schools concept. At the same time, the project was presented to members of the Illinois State Board of Education to encourage support for these practices and to help board members understand the new concepts being implemented in elementary schools throughout Illinois.

This initiative in Illinois began with a philosophy supporting a preventive and interventive strategy that has been effective with students at risk in elementary schools. The initiative focused on delivering inservice education to the staff, who are the critical link in the implementation of this concept. Aside from the initial outside grant, no new money has been received to move the agenda forward, but resources have been realigned. Not only have resources been used more creatively, but network schools have the impetus to apply for funding like Urban Education Grants, which have been available, but not previously used by the schools.

At the state level, consultants continue to create links with previously existing resources to improve the programs and practices of the accelerated schools in the network. Among these is the Center for School Leadership at the University of Illinois Champaign-Urbana, which will provide inservice activities and evaluation. Staff at the university will teach workshops on site-based management for core teams, facilitators, and adopters, and will conduct follow-up studies to evaluate the systems, outcomes, and relationships in the schools.

In addition, a partnership recently established with IBM promises to bring new resources to the schools. It is expected that computer hardware, software, and training on integrating technology to accelerate students' learning will become another resource available to the accelerated schools network.

Additional schools have expressed interest in joining the network, but state-level managers fear that by expanding too quickly they will lose the quality control and the accessibility to knowledge that they can maintain with a smaller group. If new schools are added, it may be through a sister school network matching a "Year Two" school with a new school.

If new schools are added, training will be changed in the following ways:

- The facilitators will receive initial training before that provided to core teams so they may better assist the core team when it is assembled.
- There will be more training on site-based management instead of "learning while doing." Currently, school principals are attempting to implement the new management style with a minimum of training.
- Plans are being made to establish an electronic network to make it easier to share information with and among schools.

West Bend School District

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Background

In anticipation of Wisconsin's Children At Risk legislation (1985), the West Bend School District formed a K-12 committee on children at risk. An important component of the research and program development completed by the committee was delivering inservice training to all staff in the district through written materials and presentations around the concept of children at risk. This inservice initiative's purpose was to increase the staff's understanding of identifying children at risk and providing services that would improve their chances of success in school.

Through the work of the committee, the district established referral policies and programming alternatives at the elementary, middle, and high school levels. The committee felt the effectiveness of the program was dependent on its ability to communicate to all staff members what it meant to be "at risk," the district's philosophy on serving these students, available services, and the type of student who could most benefit from involvement in a particular program.

In 1985-86, the first formal Children At Risk program was piloted in the middle school. A Children At Risk team met regularly to train all staff on procedures, intent, and purposes of the program, and how they could personally use the program to better serve these students. The goals were to make staff more aware of the program, help them understand who children at risk were, and discuss strategies for working with these children.

Profile

The pilot program was successful and subsequently used as a model for programs implemented at the elementary and high school levels. West Bend's philosophy defining the student at risk is broader than that outlined in the 1985 state statute. The school district believes that the student at risk is often a product of many years of problems and deficiencies, and is the culmination of omissions and neglect during earlier school experiences. Dropping out of school is a symptom of the problem, not the problem itself. The district's position is that if these deficiencies are addressed at an earlier age, there is a greater probability of correcting the problem and ultimately preventing the student from leaving school. If a program for students at risk is to have long-lasting success, the district believes it must begin at the first signs of dysfunction, whether in kindergarten or eleventh grade.

The district At-Risk Committee prepared a number of informational sheets that were presented to staff during inservices on children at risk. The committee felt these information sheets and the presentations that accompanied them were critical to the successful implementation of the program. It should be noted that these inservice programs were not conceptua-

lized as an introduction to the program, but as a continuous training of staff as the program moved from its early stages into an established component of the school district's offerings.

Causes of children at risk. The districtwide at-risk committee reviewed related literature, evaluated their various individual experiences with children at risk, and developed a bibliography and categories of conditions that suggest causes for a student being at risk.

The districtwide at-risk committee has spent a significant amount of time reviewing the literature and first-hand experiences concerning causes for children at risk. A partial bibliography is attached. The research and literature suggests that causes for at risk conditions would fall into one of five categories:

- inadequate parenting
- inadequate education
- health factors
- socio-economic factors
- discrepancy between chronological age and developmental level

Symptomatic characteristics of children at risk may include the following:

- lack of appropriate models
- low IQ
- low motivation
- special learning problems
- emotional/behavioral problems
- health factors (parents, AOD, physical handicaps)
- chemical abuse
- transience
- poor attendance
- inadequate support system
- negative experiences (home, school)
- school organization

Any of these characteristics may be placed within the causes as identified above. Some of these causes are correctable and others fall outside the purview of modification.

Understanding the symptoms and ultimately the causes of children at risk is beneficial for those within the educational and service-oriented professions, and may be useful in organizing strategies within the five areas for long-range strategies concerning children at risk.

Children at Risk flow chart. Chart 10 (see page 130) explains what to do once a student is identified. Staff refer students deemed as at-risk to the guidance office. They are then evaluated by the building At-Risk Team, referred to a program, monitored, and evaluated.

Children at Risk checklist. The committee prepared a list containing characteristics or behaviors that may signal a student is at-risk. The form is completed and given to the school counselor.

At-risk procedures. The building counselor receives all completed at-risk checklists. Staff are informed about what happens once the staff completes the checklist.

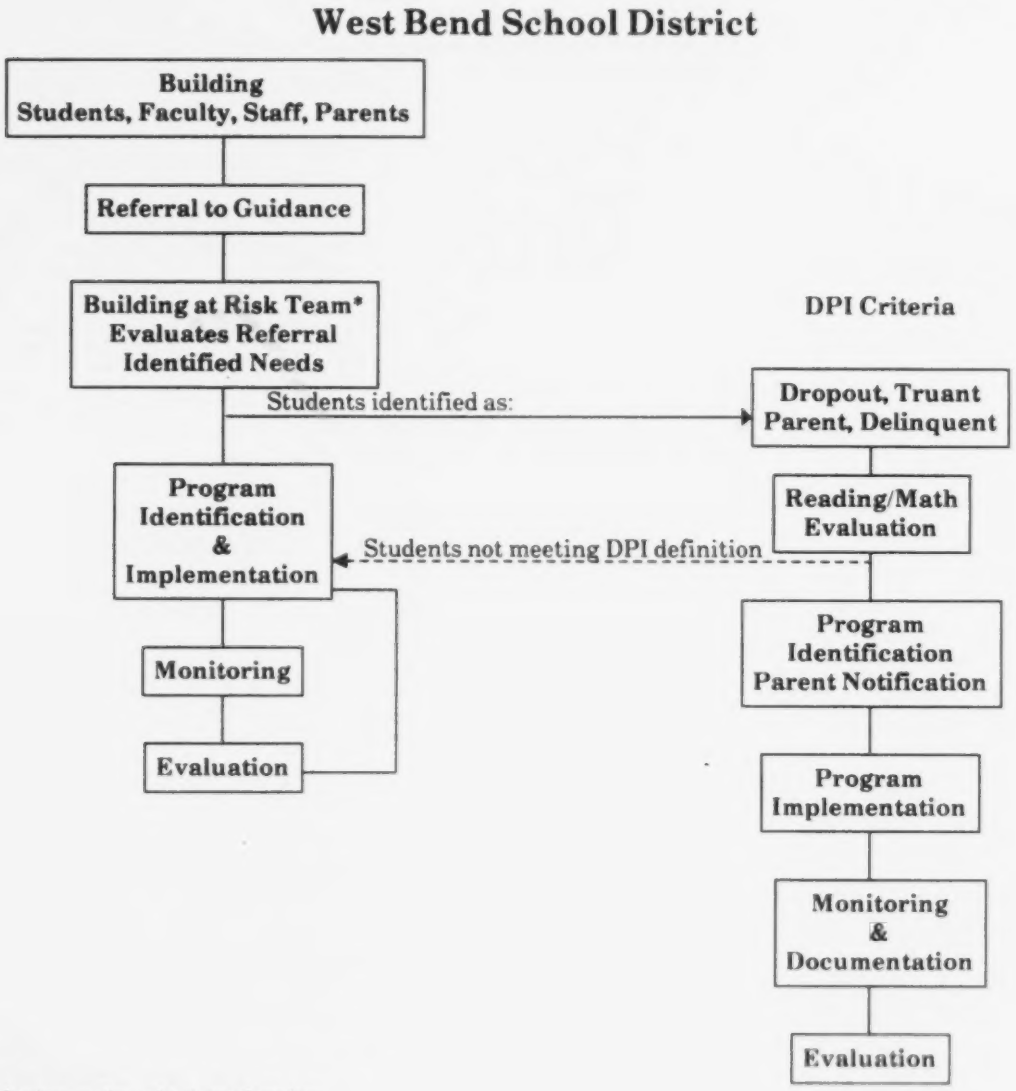
West Bend at-risk programs in place. This list categorizes programs available for students identified as at-risk. Some categories are districtwide, such as competency testing, parent education, and remedial reading. Others focus on preschool, elementary, middle school, and high school programs.

Policy for Children at Risk records. Information included refers to school board polices which govern use of files and where they will be located.

Summary of Children at Risk statutes. This includes a summary of the definition of children at risk as defined by state statute. The committee has also developed a list of procedures used to conform to any statute that might relate to this same group of students, including attendance and truancy policies. The summary of statutes begins on page 131.

Chart 10

Children at Risk Flow Chart



*School counselor, school social worker, school psychologist, building administrator, teacher

West Bend School District
Children At Risk Statute Procedures
(Grades 9-12)

1. The attendance officer in each building will monitor the attendance of all students on a regular basis.
2. As soon as a student has been identified as a habitual truant according to state statute, the attendance officer will notify the building administrator and the student's school counselor.
3. Any time information is obtained that a student is a parent, an expecting parent, or person who has been pregnant within the immediate preceding 120 days or has been an adjudicated delinquent, the appropriate person, as identified in Number 4 below, will be notified.
4. The at-risk students will be identified by the following individuals:
   - IEP Coordinator—EEN students (also serves as coordinator for program modification)
   - School social worker—teenage parents (also serves as coordinator for program modification)
   - Building administrator—truants and adjudicated delinquents (the school counselor serves as coordinator for the truants and adjudicated delinquents)
5. The school counselor will receive the at-risk checklist and an at-risk folder will be created for the student and housed in a centralized guidance area.
6. The building at-risk team, consisting of the school counselor, social worker, psychologist, the building administrator, and the IEP coordinator (if appropriate), will meet and review the checklist and accumulated data. This team will determine whether the referral needs to continue and a plan of action initiated.
7. The individual At-Risk coordinator will arrange to have the student evaluated in the areas of reading and mathematics using an appropriate test to determine age or grade skill level. If current norm reference test data is available, additional testing may not be necessary.
8. At the high school, a reading or mathematics score indicating one year below grade level will constitute at-risk status. Grade-level equivalents will be determined by the QUIC test.
9. At the secondary level, the school counselor will evaluate the student's credit standings. If a student has accumulated no more than the following number of credits at the end of each respective grade level, he or she would be considered a full year behind in credits and meeting the at-risk statutory requirement for credit deficiency:
   - ninth: 2½ credits
   - tenth: 8 credits
   - eleventh: 12½ credits
10. If the student meets the criteria for a student at risk, written notification will be sent to the student and parent(s) or legal guardian by the building administrator, informing them that the student has been identified and is eligible for at-risk programs. A personal conference to facilitate that notification will be encouraged, if appropriate or required by law.
11. A written acceptance or refusal of the program will be obtained from the parent and/or student at the notification conference or by mail. At-risk program implementation will not begin until written authorization from the parent or student is obtained. Parent(s) and the student shall be advised that they may withdraw the student from the at risk program at any time.
12. Copies of the identification, notification, acceptance/refusal, and implementation forms will be placed in the student's at-risk folder by the individual At-Risk coordinator.
13. The individual at-risk coordinator will monitor student's attendance, graduation progress, skill level progress in mathematics and reading, and credit achievement regularly during the year.
14. The individual at-risk coordinator will compile and provide documentation on attendance, graduation progress, credit ac-

hievement, skill level progress in reading and mathematics as determined by a normed post test, for each student in the at-risk program, to the district at-risk coordinator.

East High School At-Risk Consultation and Programming Plan

The consultation team shall include all counselors, the school psychologist, the school social worker, administrators, available staff, and the SAP coordinator on an as-needed basis.

Target Groups include students with suspected exceptional educational needs, statutorily eligible students, and other students with personal, social, and/or academic problems which severely threaten their education, well-being, or life itself.

The objective of the program is identification, intervention, and follow-up services for students whose personal well-being or high school diploma is in jeopardy.

Highest priority students include those afflicted by life-threatening emotional states and/or behaviors, for example, depressed or suicidal individuals, students who abuse chemicals, and students who have been abused by others (especially physically).

Also high-priority are students whose academic performance has historically been poor or is presently in decline and students who are heavily dependent and lack self-confidence of any kind.

Referral sources include staff, parents, administrator, students, collateral agencies, and others.

Operational Procedures

The consultation team will hold biweekly meetings. An agenda will be prepared for each session and will be distributed to each member of the team under the heading "Consultation Session #." On a trial basis, a maximum of five students will be scheduled for the first several meetings.

Informal records will be kept on each student discussed by the student's counselor. Each counselor will devise his or her own method of recordkeeping unless otherwise determined by the building principal. (District at-risk forms are suggested.)

A plan will be devised that specifies what will happen and who will do it.

Each student will be on the agenda at least one more time, however briefly, as a means of following up on the initial referral to the team.

An additional extended contract day for counselors will be provided to each team member at the end of the year for the purpose of evaluation (data collection, analysis, brainstorming, and recommendations for improvements).

West Bend Schools At-Risk Programs Presently in Place

K-12
Bilingual Education
CARE (Chemical Abuse Resistance Education)*
Child Abuse/Neglect Prevention*
Co-Curricular Activities, Athletic/Academic
Competency Testing*
Computer Assisted-Bilingual
Developmental Guidance*
EEN Programs (Ages 3-21)*
EEN Referral Process (Ages 3-21)*
Effective Instruction
Gifted & Talented
Homebound Instruction
Individual/Group Counseling*
Instructional Aides
Instructional Specialists
Parent Education
Parent Organizations*
Parent/Teacher Conferencing*
Remedial Reading
School & Community Agency Coordination
Screening (Ages 3-21)*
Specialized Services Referral Process*
Standardized Testing Program*
Truancy Referral

Preschool
Chapter I (Pre-3)*
Elementary School
Chapter I (language)
Consultation Services*
Developmental K-1*
Parent Volunteers
Transitional 1st

Middle School

Data Sheets Between Elementary-Middle

GEARS (Groups for the Education of At-Risk Students)*

House Groupings*

High Schools

Alternate Program

AVAP

Lab for Skills & Strategies

Limited Career Alternatives*

Math, Computer Labs

Parent Shadowing

School-Age Parent Programs

Suicide Prevention

Weekly Progress Reports*

Work Experience

ISICS (Independent Studies in Community Service)

Career Exploration

* A Component of Identification

West Bend Policy For Children At Risk Records

(Note: The collection, maintenance, dissemination, or destruction of all pupil records are governed by s. 118.125, Wis. Stats., and the Family Educational Rights and Privacy Act (federal).

Student at-risk records are defined as behavioral records, pursuant to Board policy 5125, and will be subject to protection, inspection, amendment, transfer, and destruction as are all behavioral records under that policy. These records will be maintained separately from all other records and will be located and maintained in the guidance offices at each building level. At no time will student at-risk records be kept in the student's cumulative progress file.

When at-risk students transfer out of the district, their records will be handled according to the procedures outlined in Board policy 5125, as well as the current practices for transferring all records upon proper written request. The guidance secretaries will be instructed as to the details of those procedures and will be responsible for transferring the records according to the legally established practice.

Destruction of at-risk records will occur within the same time frame as other behavioral records; that is, within one (1) year after the student has left the district, regardless of the manner in which he/she left the district. Building principals, or their designees, will be responsible for destroying those records on schedule.

Access to at-risk records will be determined by the building principal (or designee) in accordance with Board policy 5125. The building principal or designee shall post a list designating staff accessibility to Pupil Records (which includes at-risk records). This list will be updated annually or as often as necessary.

Enhancing Student's Perceptions of Self-Worth 12

Overview

Recommendation #11: Include a component which seeks to enhance students' perceptions of their own self-worth.

Poor self-image is the characteristic educators most often identify in students inevitably bound for failure in school. This is also referred to as low self-esteem, low self-concept, and possessing negative attitudes about self. Interviews with students at risk confirm this perception. They frequently say their difficulties in coping with school are not related to low ability, but to low self-esteem, passivity, family crisis, and financial obligations.

Research illustrates the importance of self-esteem and a sense of purpose in achieving academic success, especially for students at risk who lack teacher attention and school support. (Wehlage, et al., 1989) Young people who think they are dumb, stupid, or can't succeed in school develop into "insecure learners." Low academic performance, coupled with a long history of school failure, results in low self-esteem and a sense that school offers little in terms of immediate or future rewards.

These complex factors must be addressed within any comprehensive Children At Risk program. Important themes of successful programs must address more than resolution of academic problems. They must try to build a sense of self-esteem within students who may have only failure and frustration to show for their school work.

There is no doubt that learning is affected by the sense of isolation and failure these students feel. A feeling of self-worth depends strongly on the recognition of achievement and behavior, and on the attitudes and actions of those who work in the school. Raising a student's self-esteem often leads to success in school and opens a vision of what they can accomplish in the future.

Program responses to students with low self-esteem might include providing these students with successful learning experiences or formal and informal counseling. Other responses by school administrations might include student recognition programs, success in experiential education, regular awards assemblies, and daily positive feedback from staff to students. Orientation in at-risk programs should tell students, "Welcome to Success." Students need to feel they are special and that staff will "go the extra mile" to help them experience these feelings.

The State of California has recently published, "Toward a State of Esteem: The Final Report of the California Task Force to Promote Self-esteem and Personal and Social Responsibility" (1990). California has adopted the following description of self-esteem: "Appreciating my own worth and importance and having the character to be accountable for myself and to act responsibly toward others."

The task force responsible for the document provided the following to illustrate the concepts in the definition and to illustrate how self-esteem can be nurtured.

- Appreciating one's worth and importance involves accepting ourselves, setting realistic expectations, forgiving oneself and others, taking risks, trusting, and expressing one's feelings.
- Appreciating the worth and importance of others means affirming each person's unique worth, giving personal attention, and demonstrating respect, acceptance, and support. This principle also means setting realistic expectations, providing a sensible structure, forgiving others, taking risks, appreciating the benefits of a multi-cultural society, accepting emotional expressions, and negotiating rather than being abusive.
- Affirming accountability for oneself requires taking responsibility for one's decisions and actions, being a person of integrity, understanding and affirming one's values, attending to one's physical health, and taking responsibility for one's actions as parents.
- Affirming one's responsibility toward others means respecting the dignity of being human, encouraging independence, creating a sense of belonging, developing basic skills, providing physical support and safety, fostering a democratic environment, recognizing the balance between freedom and responsibility, balancing cooperation and competition, and serving humanity.

The key findings of the task force are as follows:

- Self-esteem is the most promising social vaccine. The lack of self-esteem is central to most personal social ills plaguing the nation as the end of the twentieth century approaches.
- The family is the incubator of self-esteem and the most crucial social unit in a child's life and development.
- The parent's self-esteem is vital to his or her ability to provide a healthy environment for a child.
- Since children spend so much of their time in school, the environment of the school also plays a major role in the development of self-esteem.
- Every person is potentially creative and appreciating one's creativity is crucial for healthy self-esteem.
- Young people who feel good about themselves are less likely to become pregnant as teenagers.
- People who feel good about themselves are less likely to engage in destructive and self-destructive behavior including child abuse, alcohol abuse, abuse of other drugs, violence, and crime.
- Regardless of age, race, creed, sex or sexual orientation, an affirming environment in the home, school, work place, and community is crucial for nurturing self-esteem.

Several of the profiles in this book contain a component that aims to raise students' self-esteem. They include the Stoughton Area School District; West Chester, Pa., Area School District; Elk Mound School District; Eau Claire Area School District; Bell Middle School (Milwaukee); Rusk County School Districts; Oconomowoc School District; Madison Metropolitan School District; the STEP and BRIDGE Programs in Portland, Ore.; the State of Illinois Accelerated Schools Network; Burlington Area School District; West Bend School District; the School District of La Crosse; the School District of Waukesha; the Janesville School District; and the Oregon School District.

Existing Programs

Winneconne Community School District

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Background

Winneconne's Personal Growth and Development program began during the 1982-83 school year. It started under the philosophy of working with students' emotional fitness and employability readiness. The school district felt students would better adjust to the school and community environment if they were emotionally fit. Once this was dealt with, other competencies such as academic and positive employability skills would follow.

Profile

A Personal Growth and Development Course represents a major initiative in Winneconne's Children At Risk programming. The program focus is on improving students' self-esteem and helping them explore the world of work and their relationship to it. This component of the Children At Risk program has been structured into a credit course offered to students in grades 9-12. Formal identification and referral procedures for acceptance into the course begin during the eighth grade. Most students are referred to the program by middle school principals and counselors. Factors considered in identification procedures include school dropout tendencies in the family, poor attendance, indications the student may fall behind in credits if additional support is not provided in high school, family problems, and a poor attitude toward school.

Staff from the Children At Risk program meet formally with identified eighth graders to determine the way they wish to participate in the program. Students who are willing to commit the time and energy to the four-year program are ranked according to need and admitted to the program. Students spend part of each school day in the program and receive one-half credit per semester. Students can opt out of the program, but most see it as a rewarding part of their day and do not want it dropped from their schedule.

Participating students meet in small grade-level groups ranging in size from three to eight members. Most students' problems are academic and social/personal. The focus of this course is on nonacademics. The goal is to develop a positive attitude toward school and to bolster each student's self-esteem. Study groups are formed, if needed, but program staff have a background in counseling and focus mainly on student's personal/social needs.

The course curriculum was designed to be developmental for all four grade levels (9-12). The two main themes are Employment Readiness and Emotional Fitness, which are interwoven throughout curriculum rather than separated into two sections. The topics covered in this course for children at risk include the following:

- values
- stereotypes
- what do I want to do?
- decision making
- stress
- finding a job
- roles
- family
- feelings/self-awareness
- getting a job
- keeping a job
- alcohol and other drug abuse
- educational planning

The course's staff person works closely with several community agencies including social services, youth corps, and the rape crisis center, as well as with the students' regular teachers, school counselor, and Local Vocational Education Coordinator (LVEC). Along with devoting time to the group activities in the curriculum, the staff member serves as an advocate and case manager for program participants. Considerable time is spent in one-to-one meetings with each student.

The course was funded by Carl Perkins Vocational Education grants and JTPA money for three years. It has now become a permanent part of the school district budget, which means that a wide variety of students, and not just those who are economically disadvantaged, can participate in this course. Students tend to feel good about the support they receive in high school and see their enrollment in the course as very positive.

This course was developed as one initiative for working with children at risk who need support through their high school years. The Winneconne School Board believes students at risk within the district need this type of assistance. Its support of the program has served to further community acceptance of this initiative as one solution to the at-risk problem. The board was further convinced of the importance of this program when it examined the progress of the participating students over a three-year period. Program participants raised their GPA levels and improved attendance. Testimonials attesting to the need for this additional support are frequently provided by parents, teachers, and the students themselves.

In the future, a basic skills component and a teen parent component may be added to the curriculum. Staff foresee a growing need for this kind of support system when they examine the demographics of the students who will be entering high school in the next few years. They feel more direct participation from the district social worker and the guidance department will eventually be needed, along with additional staff support to provide for the increasing needs.

State/Local Coordination 13

Overview

Recommendation #12: Coordinate standards for effective and appropriate education of children at risk at the state level, endorse them at the local level, and implement them to meet local needs.

State government can take a major leadership role in resolving the growing problems of children at risk. States develop many of the funding policies and provide money for education, juvenile justice, child welfare, and other youth services. They also have the potential to initiate and implement coordination between policies and programming strategies. Research has shown that statewide policy has the most effective impact on Children At Risk programs if the following principles direct policy:

- No single program approach can solve all problems of children at risk.
- Programs with several service elements are more likely to produce results than single-service efforts.
- Programs of longer duration are more likely to produce lasting effects.
- The needs of children are developmental in nature, that is the needs of a kindergarten child identified as being at risk are very different from the needs of a high school student. Services need to be appropriate for the targeted age group.
- Targeting program efforts to the neediest groups has strong and clear payoffs.
- Dropout prevention should be a key component for any program. This means that one of the goals of all at-risk programs should be to place each student in a program that will enable him or her to earn the credits necessary for graduation.
- The quality of program design, staff, operations, and funding over time are critical. (De Lone, 1989)

The challenge is to encourage state-level policy-makers to create conditions under which these basic principles can be applied. Single-service programs of short duration, applied by a variety of agencies in a discontinuous fashion, are destined for failure. In summary, programming needs to be integrated, sequential, and systematic.

State-level initiatives first need to provide leadership and a framework for Children At Risk programming. It then becomes the responsibility of local officials to translate the policy and framework into programs and activities that meet local needs. Although each community has unique needs, any initiative directed by the state and implemented locally should focus on

- attainment of adequate basic academic skills.
- attainment of basic educational credentials.
- development of employability skills.
- development of vocational skills, either through classroom experiences or on-the-job training.

- accessibility to community support services such as counseling health services and AODA support groups.

A number of states have begun to direct policy and provide technical assistance for policy implementation around the Children At Risk issue at the local level. In Wisconsin, attention to educating children at risk is closely tied to the following three assumptions underlying the mission and future of public education:

- Educational excellence is shared by all those who are committed to helping each child realize his or her individual potential.
- No matter where a child lives in Wisconsin, he or she will have access to a high quality, equitable education that provides lifelong learning skills.
- Educational programs offered by Wisconsin schools seek to serve the needs of all children. Programs offered are wide-ranging to meet the needs of the academically gifted, the average, and children at risk, and are designed to improve the skills of both the students and people who serve them.

The Department of Public Instruction is working with school districts to help them achieve the DPI's mission and the educational standards intended to implement the mission, and to ensure that quality education is made available to all children. (See Appendix D) The standards specifically address the following areas: staff certification, staff development, remedial reading, kindergarten, guidance and counseling services, days and hours of instruction, emergency nursing services, library/media services, safe and healthful facilities, curriculum development, regular instruction, education for employment, and children at risk. These standards also address annual performance disclosure, personnel evaluation, third grade reading tests, achievement tests, gifted and talented, graduation standards, and art, health, physical education, and music instruction.

Other states have addressed the needs of children at risk through a variety of initiatives. In Indiana, the cornerstone of at-risk programming is its Prime Time Program, designed to reduce the student-teacher ratio. Under the program, schools receive a certain amount of money from the state for each teacher or aide they hire to reduce class size.

Missouri has coordinated the Parents as Teachers Program from the state level as a preventive approach to Children At Risk programming. Parents expecting their first child participate in the parent training program from the third trimester of pregnancy until the child reaches age three. They receive child development information, periodic screening of the child's educational, hearing, and visual development, monthly home visits by a parent-educator, and participate in monthly group meetings at parent resource centers located in the schools.

The State of Oregon works through a Student Prevention Initiative whose goal is to develop partnerships between schools, state and local agencies, public and private organizations, selected officials, and citizen interest groups. This statewide effort to reduce the number of school dropouts operates on the philosophy that supporting locally-designed efforts to meet local needs is critical to a statewide children's agenda.

The State of Illinois has established a network of accelerated schools designed to bring academically disadvantaged elementary school children up to grade level by the completion of sixth grade. (See Recommendations 4 and 10.)

Wisconsin continues to be a leader among states in providing guidance and resources for Children At Risk programs. The state plans to continue encouraging local creativity within state-directed guidelines for effective Children At Risk programs.

Existing Programs

State of Wisconsin

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The first chapter of this guide reviews and discusses the approach the State of Wisconsin has used to meet the needs of children at risk. In this chapter, a description of Wisconsin's Children At Risk initiatives will be expanded.

The focus of Wisconsin's activities has been through statewide public policies and locally determined implementation strategies. Wisconsin recognizes the complexity of the problem of students at risk and has supported multifaceted solutions rather than looking for a "quick fix." The problems Wisconsin and other states face are twofold. One, they need to build consensus and understanding among educators, legislators, and community leaders so public policy not only ensures the intention to help students at-risk of not graduating, but also contains the resources and funds necessary to implement these well-intentioned policies. The second thrust must be at the local level. Resistance to change must be confronted. This, too, takes time, commitment, and resources.

To accomplish these goals, Wisconsin has adhered to the findings of the Council of Chief State School Officers Study Commission (1987). This commission has stated that each state needs to

- educate the public about the human loss and economic consequences of failing to meet the needs of at-risk children and youth.
- pursue sufficient financial resources to meet the educational needs of at-risk children and youth.
- eliminate constraints to the provision of appropriate and effective educational services for at-risk children and youth.
- identify the characteristics of effective educational programs and practices of at-risk students.
- establish high quality and developmentally appropriate early childhood programs and curricula from preschool through second grade as a minimum.
- provide each at-risk student access to a challenging curriculum that includes a common core of knowledge for all students.
- provide alternative education programs for at-risk youth for whom traditional educational approaches have proven unsuccessful.
- ensure that students have experiences that lead to employability skills.
- ensure an integrated, school-initiated, school-home support system for at-risk students.
- develop curricula and instructional techniques that enhance diverse cultural understanding.
- recognize the need for, and value of, staff who reflect the cultures of all students.
- improve teacher preservice and inservice training to prepare teachers and school staff to work with at-risk students.
- initiate data collection systems that enable school officials to identify appropriate program and individual needs.

The following questions and answers will help explain how Wisconsin has affected children at risk to date:

Q. *What decisions have been made regarding where the problem can be best attacked?*

A. Wisconsin educators have approached the problem at many levels. The state has supported collaborative initiatives that attempt to draw all organizations and leadership in the state and local communities into planning and implementation of programs designed to meet the need. At the state level, the Department of Public Instruction has introduced items into the state budget and supported legislative initiatives designed to reduce the number of children at risk. Since 1985, the department has provided information to legislators as they design and negotiate the rules, regulations, and laws that direct local implementation of plans. Examples follow:

- Success in School: Support for Children and Families. This proposal is intended to encourage and support efforts by local human service agencies and schools to work together to promote successful school achievement. This jointly sponsored DPI and Department of Health and Social Services effort is a unique and pioneering venture. The program will center on jointly administered demonstration grants to support specific activities aimed at more effective coordination or services to children at risk and their families.

- **School Improvement Fund**: Intended to encourage continuing school improvement through projects that address characteristics of effective schools, the program areas receiving special attention will include early childhood education/child care, family involvement in education, and education for employment.
- **Homeless Children**: Operating under a grant from the Stuart B. McKinney Act, the department began an initiative last year that provides for the education of homeless children and youth. Currently, it is developing a state plan for this initiative, which is likely to have implications for additional policy and legislation development.
- **AIDS Education**: In July 1988, the department received a five-year grant from the Centers for Disease Control to support an AIDS education program. The goal of this program is to incorporate instruction about AIDS into every school district's K-12 health education curriculum. The program will include the development of resource and instructional materials and extensive teacher and other school staff inservice training.

Technical support is not only provided in state leadership, but also to those in the local community responsible for implementing the policies enacted by the legislature. To do this, the department has written position papers and guides, assists in the exchange of practices among schools and school districts, develops models of successful programs, conducts seminars throughout the state, schedules statewide conferences, encourages supporting networks for educators, and meets with local school boards to ensure compliance with the more general statewide policies.

The department will continue to assume the role as leader and provider of technical assistance to all those working for children, from state legislators to parents of children at risk and staff working with these children in the classroom, in the hope of achieving the greatest impact on the state's youth and families at risk.

Q. ***Who in these organizational settings are best positioned to affect the problem?***

A. A major goal in Wisconsin is the linkage of services at both the state and local levels. This collaborative programming is a key component in meeting the needs of children at risk. Locally, this means working with the school boards, school administrators, community leaders, local politicians, parents, teachers, teacher's unions, school staff, business and industry, and those who provide leadership in the operation of all comuity resources.

At the department level, the consultants, agency heads, and secretaries who work with prgrams at levels that affect resources available at the local level need to be included. This includes the Department of Public Instruction; Department of Industry, Labor, and Human Relations; Department of Health and Social Services; University of Wisconsin systems; and postsecondary educational systems.

At the state level, the department needs to work with legislators, their staffs, and the governor's office so they understand the problems and ways to develop effective solutions, and become knowledgeable about the results of their policies and actions as they are implemented in Wisconsin communities. They need to understand the gaps in services as well as the successes that have been enacted.

Q. *What specifically do individuals and organizations have to do to affect the problem?*

A. At both state and local levels, the need is to
- identify specific needs.
- establish priorities for students, staff, parents, and community to work toward a goal of a 100 percent graduation rate.
- develop specific programs to fill needs and fill gaps.
- establish and evaluate programs.
- provide training and inservice programs to ensure a qualified staff and informed community.

Q. *What effects can reasonably be expected from these actions?*

A. At the state and local levels, these actions should educate, inform, redirect, mobilize, and

develop awareness that will result in a network of expert leaders who can help children succeed in the schools and the community.

Q. ***What decisions have been made regarding which state policies and programs might be adopted to direct the required resources to the organizational units that are most likely to have the greatest impact on the problem?***

A. The Children At Risk program is designed to be an umbrella program that includes other programs such as AODA, School-Age Parents, Carl Perkins projects, JTPA-funded programs, and Chapter 1. All other programs for children at risk are supposed to be coordinated and linked under the umbrella Children At Risk program. Again the approach is supposed to be child-centered, in that the Children At Risk umbrella will allow those at the local level to provide children at risk the services necessary for their success.

Q. To *what extent have local plans and decisions been implemented?*

A. As previously noted, each school board in the state is required to annually identify children at risk and develop a plan for a program to meet their needs. A critical outcome to this requirement is that the issues related to the education of children at risk are now part of the school board's agenda. The statute and requirement have brought attention and resources to the issue. Questions are raised about new approaches and new resources that can reduce the complexity of problems facing these children. Because of the requirements of the statute and state standards, school districts are forced to reorder their priorities. Working with children at risk in the school district is no longer dependant on the motivation and drive of the individuals working in the schools, but is driven by the state legislative requirements.

Some school districts have worked with at-risk populations for years, while others are just beginning. This is a long, difficult, and never-ending struggle that requires a flexible and supportive system in place in each community to better service children, staff, and families. This system will continue to be monitored and evaluated by those working at the state and local level to ensure quality of service and equality of opportunity.

In the future the state hopes to

- examine the impact of various instructional approaches for working with children at risk and analyze different techniques for meeting the complex needs of these children.
- document successes with print material and videotapes.
- analyze the impact of school restructuring on improved learning by all students.
- understand the impact of different programs on the education of children at risk.
- examine and analyze the content and impact of inservice and preservice training programs as they prepare teachers to work with children who have complex learning needs.

State of Oregon

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All states are faced with troubled youths who are at risk of not making a successful transition into productive and responsible adulthood. The State of Oregon has responded to this challenge by providing state-level leadership and support to better meet the needs of its children. It is estimated that between 25 and 30 percent of any first grade class in Oregon will not graduate from high school. In response, the governor and state legislature introduced items into the budget that initiate and support local efforts to empower citizens to solve the problems in their own communities. These initiatives are based on the philosophy that the state can be a partner with the local community. Together, they can give local citizens the power and resources to better serve their children. The Children' Agenda initiated by the governor is envisioned as a

movement and campaign focusing on increased citizen and business involvement in children and youth issues. It is designed to change the way Oregonians raise and care for their children and to prevail upon schools and agencies serving youth to seek different strategies.

Background

In 1986, Governor Goldschmidt initiated the Student Retention Initiative (SRI), designed to help school districts and communities throughout Oregon start programs for children at risk. The initiative offered local areas a partnership with the state, with the state providing technical assistance, information about model programs, strategies for developing programs, and seed money to assist schools and communities in starting programs to keep youths in school.

The SRI took effect in January 1987. Resources from federal drug and alcohol programs, employment and training programs, the Juvenile Services Commission, and the Oregon General Fund were brought together in a community grant program. Four state-level cooperating agencies were, and continue to be, involved in this initiative: Job Training Partnership Administration, the Department of Education, the Juvenile Services Commission, and the Department of Human Resources.

The initiative focused on progress for students and communities, public awareness and action, state government, and business. To accomplish this, the governor appointed a Youth Coordinating Council made up of representatives from state and local government, business, education, and private citizens who became the "public branch" that oversees SRI. The council makes recommendations on SRI policies and grants awards.

The SRI goals are as follows:

- The overall goal of the Student Retention Initiative is to reduce the annual dropout rate to less than ten percent by 1992 and prepare Oregon's youths to be productive employees and economically self-sufficient adults.
- The state government's goal is to develop effective coordination among participating state agencies.
- The community goal is to develop partnerships between schools, state and local agencies, public and private organizations, selected officials, and citizen interest groups.
- The program goal is to duplicate programs that have worked throughout the state to help young people overcome personal and social barriers and to achieve in school.
- The individual goal is to increase student competence in basic education skills and reduce delinquent activity and substance abuse.

One of the most important principles of the Student Retention Initiative is to form local partnerships and local planning groups around students at risk. Local counterparts of the state-level council were established at the county level. Their first task was to identify local youth programs already in place, to focus on bringing funds into the community, to better coordinate existing resources, identify resources and gaps in services, develop strategies to keep children in school, and to write grants to meet unmet needs. Proposals were required to be submitted at the county level and signed off by both school and community leaders.

The state-level Student Retention Initiative office provided technical assistance to interpret policy, wrote a planning guide, and held public forums to rally communities around the issues and problems of children at risk. It also produced program guide materials, model program books, and held a statewide conference on community empowerment directed toward the goal of meeting the needs of at-risk youths.

During the 1988-89 legislative session, the governor and the legislature agreed to set aside nearly $8.1 million for this initiative. Funding is managed by the local planning groups. Grants go to various fiscal agents such as CESAs, schools, and private/nonprofit youth organizations.

Funding includes both state and federal funds. Local partnerships funds are available from

- Alcohol and Drug (Department of Education)
- Alcohol and Drug (Department of Human Resources)

- Job Training Partnership Act (Youth Coordinating Council)
- Student Retention Initiative (State General Funds)
- Juvenile Services Commission

Programs funded include the following:

- alternative education programs so students can graduate
- teen parent programs
- youth services teams—consortiums of professionals who conjointly manage cases (Funds are often used to free-up staff.)
- funding of advocates who work with children at risk both in and out of school

The challenge and the purpose of the Student Retention Initiative is to replicate successful Children At Risk programs in communities throughout the state to significantly reduce the number of students who leave school before graduating.

The major focus of the grants is to lower the dropout rate. When the grants were initially funded, a statewide system for counting students did not exist. However, program managers do see the annual dropout rate falling. Several evaluations are currently under way. Three thousand students statewide will be studied as they move through high school. In addition, each funded project is required to track individual clients. Unfortunately, many of these students move in and out of the programs on a short-term basis and are hard to track over time.

The Future

Initiatives in the 1989-91 budget have built upon the strength of the original Student Retention Initiative and have reallocated resources to better meet needs identified in the local communities. The following programs have now become the focus of the Children's Agenda in Oregon.

- Great Start: The first years of a child's life lay the foundation for social, intellectual, emotional, and physical development. Great Start programs support the state's partnership with local efforts to reach children early. The legislature provided money for state grants to complement and stimulate local and private efforts to help children 0-6 years of age. The grants are given to counties to address specific local needs and to leverage local financial and volunteer resources.
- Children and Youth Services Commission: The Oregon Children and Youth Services Commission was created to cover the services formerly provided by the Juvenile Services Commission, Student Retention Initiative, and the new Great Start Program. This single, one-stop agency for community programs for children 0 to 18 will make it easier for communities to work with the state in planning and helping children.
- Student Retention Initiative: The objective is to reduce Oregon's dropout rate by 1992. The state works with local school districts and communities to start programs for children at risk of dropping out of school. Continuing funding for the SRI provides grants to communities to support efforts aimed at reducing the number of children who leave school early. As a partner, the state provides technical assistance, information about model programs, and strategies for developing adequate funding.
- School Transition Program: Teenagers who graduate from high school but do not go on to college need help becoming self-sufficient. Funds are provided to coordinate local and state services that will help teens move from high school to vocational opportunities. Improved services for students include job training, counseling, and employment opportunities.
- Head Start: Many low-income families cannot afford good pre-kindergarten education for their young children. The legislature added money to Head Start to allow additional children to participate in the program.

In addition, the legislature recently passed a new bill that refashioned the Juvenile Service Commission, the Student and Youth Services Commission, and the Student Retention Initiative to reflect a philosophy of prevention. The bill came through the governor's office as the Children's Agenda. To receive this money, coun-

ties must develop plans for their youths aged 0-18. As a result, there will be one plan in each county to serve local youth. A mirror group will be organized at the state and local level. This Children's Agenda represents a new emphasis on the county as the level of resource acquisition, planning, and implementation. There will now be a strong community development focus around the Children At Risk issue rather than a school or social service focus.

With the advent of the Children's Agenda, increased coordination and cooperation at the state and county levels becomes essential. Efforts are under way to combine grant processes, review and refine data collection methods, and ensure the process of working in concert with local communities.

Whether the process established by state government and implemented by local counties is effective in the long run will largely depend on whether local groups can maintain their momentum. They must continue to focus their belief that the group of young people who previously drifted away from the educational system can learn and be helped to become productive employees and economically self-sufficient adults.

Alcohol and Other Drug Abuse Components 14

Overview

Recommendation #13: Include policies, guidelines, and programs on drug and alcohol abuse in a comprehensive Children At Risk program.

Schools and communities have long been aware that the problems related to alcohol and other drug abuse (AODA) interfere with efforts to educate and prepare youths for the future. The most visible and direct effect is on youths who become harmfully involved with alcohol or other drugs, as reflected by truancy, school dropouts, poor grades, teen pregnancy, teen suicide, and disciplinary problems. Conservative estimates indicate that at least 20 percent of all secondary school students experience problems resulting from their own use of alcohol and other drugs in the areas of social, emotional, physical, or academic functioning.

There is growing awareness of another population at risk because of a wide range of serious problems, including school problems. A minimum of 25 percent of all K-12 students live in families with at least one alcohol or other drug-dependent parent. These children are the victims of inconsistent parenting, emotional neglect, family conflict, and even physical abuse. Because they are not in visible crisis, as are many alcohol or other drug abusers, and because they often cope by accenting socially valued behaviors, these children tend not to be identified or helped.

Finally, the impact of alcohol or other drug abuse on the educational system, communities, and the future of children is greater when one considers those indirectly affected. Many students do not use alcohol or other drugs, but cannot escape the impact that unaddressed AODA problems have on the learning environment, the school climate, staff morale, and community attitudes.

Many of the AODA program components focus on preventing or intervening with AODA-related problems parallel or overlap with components of Children At Risk programs. Some important components follow.

AODA Curriculum

Curriculum can help contribute to both the prevention and intervention of AODA-related problems including important side effects on school performance. Whether such curriculum is presented as separate units or infused into other academic subjects, four categories of competencies require attention.

AODA information competencies include knowledge about alcohol or other drug abuse, risk factors, the family effects of related alcohol or other drug abuse, resources for help, and laws or regulations.

Personal AODA competencies include the knowledge and skills needed for self-concept de-

velopment, decision-making, goal-setting, risk assessment, problem-solving, and stress management.

Interpersonal AODA competencies include the knowledge and skills needed to communicate, resolve conflicts, develop relationships, and use social influences in healthy ways.

Social system AODA competencies include the knowledge and skills needed to analyze media influence and understand influences of legal and political systems.

Student Assistance Program (SAP)

SAP is the label for a program model that includes systematic efforts to identify, assist, refer, and support students with AODA-related problems. These include the personal, social, and environmental problems that result either directly from a student's alcohol or other drug abuse or indirectly from alcohol or other drug abuse by a family member or significant other, including friends, siblings, and other relatives.

The exact structure and content of the program varies greatly depending on the size and characteristics of the school and the community in which the program exists. Within the diversity, there are common components that should exist to ensure program effectiveness and longevity. First, the SAP should be developed, implemented, and operated by a trained team of school staff and community people. The SAP team should represent a variety of staff levels and professional areas including administration, pupil services, and teachers. Other representatives include school board members, law enforcement members, clergy, local business leaders, AODA treatment professionals, parents, and students.

One of the basic purposes of a SAP is to provide specific in-school services for students experiencing problems and needs related to alcohol or other drug abuse. The need for student contacts and counseling on an individual basis will always remain for certain students. The use of the SAP support groups, however, continues to be one of the most efficient means to provide information and support. Support groups should be available in the following categories:

- use/abuse-focused groups for students experiencing problems related to their own alcohol or other drug abuse and who are not chemically dependent;
- concerned persons groups for students experiencing problems related to the alcohol or other drug abuse of a significant other (family member, relative, or friend); and
- after-care and recovery groups for students who have received treatment for service for alcohol or other drug abuse-dependency and who need in-school support to maintain recovery.

The SAP must provide procedures to promote the program among students as well as staff, parents, and community. Various procedures are needed for different types of referral including self-referral, disciplinary referrals, and referrals by concerned others. Screening is necessary to determine the scope and intensity of student needs. A range of in-school and curriculum service should be available following an AODA referral.

Peer Programs

Each student should have an identified peer group that promotes and practices drug-free living. These programs are both intervention and prevention oriented. They include programs of peer helping, peer education, and peer leadership. All these types of peer programs involve youths assisting others, whether it is listening to problems, providing information, or taking a leadership role in developing projects to improve school climate.

Policy

School policies should address the entire continuum of student, staff, and system needs. A policy ideally supports age-appropriate K-12 AODA curriculum and peer involvement as important prevention efforts. Student Assistance Programs and parallel disciplinary procedures should be clarified. Policy must also address the need for disseminating information to students, staff, parents, and community, including training and other forms of resource support.

In Wisconsin, state and federal funding resources have helped nearly all school districts establish AODA prevention and education programs. These efforts have been directed at increasing students' AODA awareness, delaying age of initial use, improving emotional and mental health, improving social functioning, increasing participation in alternative activities, improving student-family relations, improving academic performance and school attendance, decreasing tobacco use, and increasing the identification of child abuse and neglect cases.

Since 1981, Wisconsin's AODA program has awarded school districts nearly $3 million for projects to establish demonstration programs and disseminate effective practices and procedures. The Drug-Free Schools and Communities Act of 1986 has made available additional money to Wisconsin since 1987. Wisconsin schools are using these federal funds to provide age-appropriate drug abuse education programs for K-12 students.

The "Count on Me" program promotes partnerships to institutionalize cooperative efforts directed toward solving alcohol and other drug-related problems. Communities can find solutions to this complex problem within these partnerships. These partnerships are among parents and schools, schools and communities, communities and local government, local government and state agencies, and state agencies with each other. Wisconsin's communities can reverse the trend towards increased AODA-related problems through caring partnerships.

In 1989, a statewide AODA Education Network was established to create and support broad-based local coalitions to assist K-12 AODA program development. The network is a school-based partnership among the Department of Public Instruction, school districts, the Department of Health and Social Services, Department of Justice, legislators, and other interested parties and agencies. This partnership has been formed to optimize coordination, training, and sharing of alcohol and other drug resources.

There are three levels to the network.

State Level: The State Superintendent's Advisory Council on AODA includes representatives from throughout the state to develop recommendations on alcohol and other drug abuse-related initiatives.

CESA Level: The Department of Public Instruction is leading the way by providing funding for each of the twelve CESAs to help establish regional and county partnerships. Each CESA has hired a local AODA facilitator who acts as a catalyst to develop county-level and CESA-wide work groups to enhance interagency cooperation, collaboration, and coordination of effort. The CESA role will be to establish active county-level and CESA-wide AODA partnerships. Activities include

- surveying all county partnerships to determine needs,
- facilitating regional training,
- recommending special DPI training,
- conducting regional needs assessments,
- developing regional cooperative plans, and
- promoting regional sharing of funding and human resources.

County Level: The county needs to coordinate efforts with each school district. Regular meetings are held with representatives of school districts, county social service, 51.42 boards, law enforcement, local courts, and other concerned groups to develop county AODA prevention plans and activities. These activities include

- conducting needs assessments,
- developing county comprehensive plans and activities,
- pooling county financial and human resources,
- coordinating training and program efforts,
- implementing training and program efforts,
- sharing state and county information, and
- promoting strong local and comprehensive AODA models.

The goal is to have a program implemented or under way in every school district by 1990. Other components of Wisconsin's programs that promote this goal are

- Integrated grant programs: Youth grants are awarded annually in each CESA to encourage organized student groups to develop AODA

projects that benefit their schools and communities. Grants are available to school districts to develop comprehensive K-12 AODA programs.

- Parent, youth, and community involvement: DPI will continue to encourage the efforts of community agencies that provide volunteer and financial support. Parent involvement is also encouraged by providing scholarships for parents to attend AODA conferences and inservice training to establish a parent network for ongoing support. Young people are the most important participants and are involved in a variety of programs such as the student athlete workshops, Teen Institute, and Youth Program Sharing and Leadership Conferences.
- Interagency coordination: The Department of Public Instruction will continue to support statewide partnerships with the Department of Health and Social Services, the Department of Transportation, the University of Wisconsin system, and the Vocational, Technical and Adult Education system.

Existing Programs

Burlington Area School District

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Burlington Area School District
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(414) 763-0809

Background

In 1985, the Burlington Area School District and community of Burlington became concerned about alcohol problems among youths in the community. However, rather than coming together to resolve the problem, each group blamed the other. To move beyond this stage, the Burlington Area School District administration formed a task force to focus on the problem. The task force included representatives from the schools, community agencies, law enforcement agencies, courts, private schools, and community medical facilities.

Profile

As stated, the district originally formed the task force to examine the alcohol and drug problem in the community. However, the task force's agenda has since grown beyond that. The district administration has used this mechanism to create many solutions for students who needed extra support for other reasons, many of whom were identified as being at risk in school.

This has come about through a parent network formed as a branch of the original task force. The task force communication link is called Partners—Parent and Community and School Together. The school district believes it shares the responsibility of prevention and intervention in alcohol and other drug use with families and the community. While not the "school's problem," chemical use, abuse, or dependency by students is a problem for many children in and out of the Burlington Area School District.

A formal advisory group associated with the larger partners program was formed. Known as the Parent Council, it is made up of parent representatives of each public school in the district. The board of the Parent Council meets monthly to carry out the business of the Partners—Parent and Community and School Together network. The board has established committees to carry out the various functions and activities. In addition, representatives from each grade at each school help communicate the goals of the network in each school.

A needs assessment survey conducted by the Parent Council determined that the primary effort must be to help unite parents in the community's public and private schools to become involved in alcohol and other drug abuse issues. Other needs included helping parents improve their parenting skills, developing techniques and programs to help parents network with each other and, in general, helping parents form badly-needed parent peer groups. The survey

also revealed that while parents have a number of general needs, one universal area of concern is the prevention of alcohol and drug use by children. For this reason, the Parent Council embarked on an aggressive program of forming a Burlington Area Parent Network to help parents communicate, improve parenting skills, form parent peer groups, and learn prevention techniques.

Since then, the Burlington Area Parent Network has grown to include almost 500 Burlington area families representing more than 2,000 children.

In summary, the goals are

- to continue to accept and train parent volunteers to serve as grade-level representatives in public and private schools,
- to offer educational programs based on needs and interests expressed by the parents in the community,
- to guide youth of the community in developing and implementing alternative activities to alcohol and drugs, and
- to encourage and support ongoing communication between parents in the community.

The Burlington Area Parents Network will continue to participate in the following activities:

- an awareness survey of student drug and alcohol use,
- training of concerned community members
- panel discussions by area law enforcement officials on the topic of alcohol and other drug abuse
- development of alternative activities for the youth of the community
- assisting parents in improving their communication skills through training sessions

Another program that developed from this initiative is the Student Assistance Program (SAP). The activities that fall under the SAP umbrella are available within each school building. This program is directed by trained school and community members. The purpose of the SAP is to identify and refer students who are using alcohol or other drugs, those indirectly affected by others' use, or for other personal problems.

Participation in groups is an important part of the program. For example, the Peer Listening Program falls under the SAP umbrella and includes informal and short-term counseling. Another programming approach to working with children at risk involves adult staff who have volunteered to monitor these students and serve as their personal advisors.

The school district has a curriculum that covers many of its AODA activities, both in prevention and intervention. "I Am Special" is a K-6 curriculum that focuses on feeling good about oneself. The content covers improved self-esteem and making decisions and is taught once a week by the school counselor and once a week by the classroom teacher.

In grades 6-7, students participate in a curriculum called, "Say It Straight." This uses role-playing and small group activities in a preventative mode. All students participate.

Staff members who participate in these programs receive continuous educational training. The board is committed to the involvement of teachers in all programs related to students' assistance and supports the time teachers take for inservicing.

The largest barrier to programming has been denial of a problem in the community and lack of acceptance. Parents do not always understand alcohol as a problem that can increase the number of students at risk of not succeeding in school. Therefore, the district has put an emphasis on community education. Anyone within the school district can participate in free alcohol awareness training programs that are offered twice a year. Funding is made available by the United Fund, the Kiwanis Club, and the community Medical Society. To date, 500 individuals have participated in these training programs.

In the future, the school district hopes to have every student involved in a group before he or she leaves school. It believes strongly in the concept of education to win the battle; and in educating students and parents to make better decisions.

The SAP and AODA programs are intertwined with the Children At Risk program. Many students identified as at-risk become involved in the groups and services offered through these initiatives. This connection is further strengthened during the staffing of students identified as at-risk, since staff members involved with the services for the student are the same individuals who direct the SAP and AODA programs.

The school district recommends that those who are beginning an intensive SAP should, at the same time, start an Employee Assistance Program (EAP) to involve staff in their own personal solutions to alcohol and drug problems.

School District of La Crosse

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EAP/SAP Coordinator
School District of La Crosse
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La Crosse, WI 54601
(608) 789-7633

Background

In 1980, the School District of La Crosse became involved in a training program provided by the U.S. Department of Education. This led to the establishment of a Student Assistance Program (SAP) in each of the district's 14 school buildings. Within the program, a team of teachers, counselors, psychologists, social workers, and administrators form a network in each building to work with troubled students. The Student Assistance Program has become the general umbrella under which a variety of services are available to students with any number of problems.

Traditionally, Student Assistance Programs have worked more directly with AODA problems, but the program as developed in the School District of La Crosse serves as the framework for resolving a number of problems including observable behaviors relating to grades, attendance, behavior, and appearance.

Profile

The Student Assistance Program requires mobilizing all available resources, publicizing them, and making them readily accessible to all students and their families. The program policy statement that directs all services available under this umbrella program is as follows:

> "The School District of La Crosse recognizes that students can experience a number of personal, behavioral, and medical problems which can have an adverse affect on their behavior, conduct, or academic performance in school. Such problems can include learning disabilities, physical illness or problems, emotional or psychological problems, family or legal problems, alcohol or other drug abuse, or other personal problems. The school becomes concerned when any of these problems, which may occur in a student or in a family member, repeatedly and definitely interferes with student's school performance, or jeopardizes the health, safety, welfare, educational opportunity, or rights of other students or personnel." (Approved by the Board of Education December 1, 1987)

All students who are referred to the SAP are screened and appropriate in-school or community referrals are made. Chart 11 (page 155) is a sample Student Assistance Referral Form.

Even a if student's problem does not appear to be a AODA-related, all students are screened for AODA problems, whether their own, a family member's or a peer's. After the referrals, the problem is discussed, data are collected, the student is interviewed, and appropriate services are offered.

Chart 12 (page 156) illustrates how a student moves through the Student Assistance Program.

Each school has a SAP Screening Committee that deals with referrals as they are received, gathers data, makes a plan, and assigns responsibilities for various tasks. As noted on the chart, the district has many resources that can be used in a SAP referral. Referred students can use academic services, services offered by a social worker, counselor or psychologist, community resources, or other support groups. The

rest of this description will focus on the contemporary problems class, which is a resource frequently used for troubled students. This AODA program component provides support for AODA and other problems that interfere with school success, such as divorce, depression, peer problems, and low self-esteem.

This class is made up of groups called "Contemporary Problem Seminars." The purpose of each seminar is to provide education and support for children experiencing school performance problems related to alcohol or other drug abuse, and to encourage students to take a closer look at the effects of alcohol or other drug abuse on school performance and their personal lives. The broad goal is to provide knowledge and support for students experiencing problems. The seminars meet once a week for the entire semester and credit is given. Students can enter the seminars one of the following ways:

- parent referral
- counselor referral
- teacher referral through the counselor
- self-referral through the counselor
- administrative referral through counselor initiative or as a positive alternative to further disciplinary action

The objective of the seminars is to

- devlop an awareness of students' personal responsibilities,
- demonstrate effective decision-making processes in students' daily activities,
- foster growth of self-concept in students,
- develop an awareness of social and peer pressures in the development of social problems,
- alert students to the influence of the family in daily living,
- develop participating students' personal problem-solving skills, and
- recognize the reasons for social controls and respect for the rights of others.

The course involves written assignments, general classroom discussion, guest speakers from the community, and audiovisual presentations.

The following guidelines provide the structure for each seminar:

- Open Rounds. How was this past week? Students restate their goals and progress towards goals.
- Warm Ups/Ice Breakers. Brief exercises help break any tension at the beginning of seminars.
- Topics. Personal concerns are brought up by group members or pre-arranged topics.

Topics covered in seminars include

- —Self-esteem: alone vs. lonely, personal relationships, self-assessment
- —Feelings: dealing with anger, prejudice, depression, friendship, teenage love/sexuality
- —Wellness: stress, nutrition, health alternatives
- —Decision-making: problem-solving, peer refusal, peer pressure
- —Communication: communication skills, parent/child, teacher/student, peer/peer, sibling rivalry
- —Family issues: divorce, nontraditional families, AODA affected families
- —AODA issues: family dependence, enabling, how to say "no" to alcohol and other drug, aftercare
- —Abuse issues

- Closure. Participants do whatever is needed to end the seminar.

The seminars, which are held during the school day, are led by trained staff facilitators, teachers, social workers, psychologists, and counselors. Training for administrators, staff, and facilitators is an ongoing process. Programs appear to function more effectively when they operate from the guidance office. Group facilitators meet regularly in their school or as a group at the central office to focus on problem-solving, peer support, quality control, and resources. The contemporary problems seminar operates in all 14 of the district's schools under the Student Assistance Program umbrella. The SAP in each building is managed by a school team with a designated team leader. Action plans aimed at prevention and intervention are designed and implemented by the team and tend to focus on school climate issues, reducing and preventing alcohol and other drug abuse, increasing self-esteem, and academic support. The challenge

continues to be that of increasing options to better serve children in need of services and keeping the SAP visible to staff, students, and parents.

Projects proposed to better serve children at risk in the school district include

- prevention workshops for parents and teachers about self-esteem;
- mini-workshops for students on improving self-esteem;
- regular staff meetings to improve communication;
- "Star of the Week" projects;
- Students Working All Together (SWAT), a peer helper component; and the
- Peer Academic Support System (PASS).

Does this approach meet the needs of the school district's children at risk? While it certainly helps, problems still need to be addressed through the SAP approach to the needs of the children at risk. They include the following:

- Despite the fact that there have been SAP teams in the buildings for ten years, some territorial issues remain.
- The co-curricular code needs to be updated.
- Sustained school board and administrative support are critical for a successful SAP.
- Financing to continually train teachers and pay them during these extra training sessions is a must.
- The need to deal with burnout in staff, to keep staff enthusiastic, and to bring in quality trainers to update skills continues.
- Devising better methods for getting parents involved is a constant challenge.
- Involving all youth-serving agencies and the business community must be a continuing effort.

Student Assistance Referral Form

If a troubled student is to be helped, he or she should be referred to one of the counselors. Referrrals must be based on behavior which you have actually observed. As a rule, isolated instances of poor or unsatisfactory performance will not be grounds for referring the student. However, whenever the student exhibits several of the following, or there is a definite and repeated pattern or tendency in an unacceptable direction, he or she should be referred.

Student	Grade
Referred By	Date

Please Check Appropriate Response

I. Academic Performance

- ☐ Declining quality of grades/work
- ☐ Incomplete work
- ☐ Work not handed in
- ☐ Academic failure

II. Classroom Conduct Observed

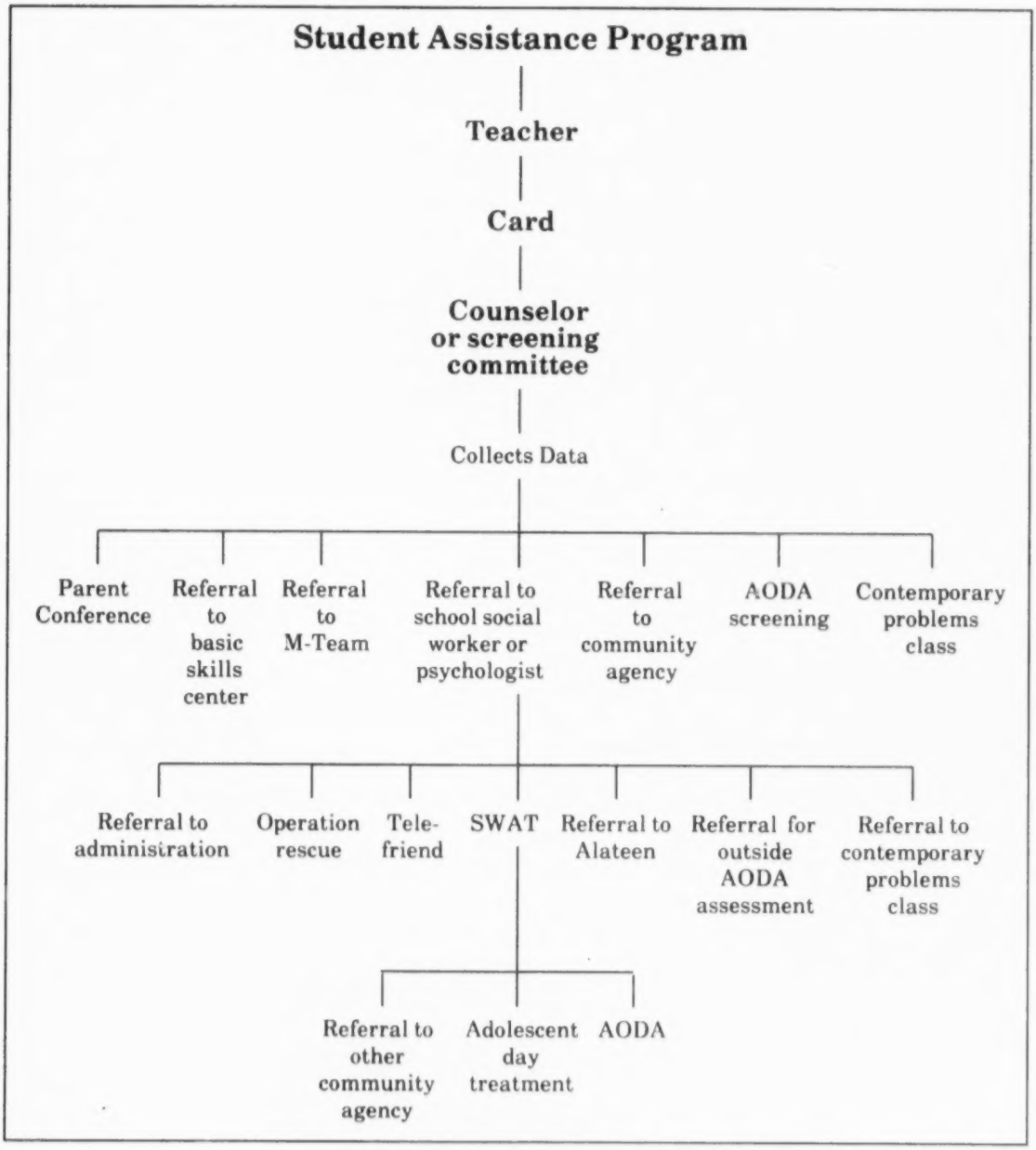
- ☐ Disruptive in class
- ☐ Inattentiveness
- ☐ Lack of concentration
- ☐ Sleeping in class
- ☐ Irresponsible, lying, blaming others
- ☐ Extreme negativism
- ☐ In-school absenteeism (cutting)
- ☐ Dramatic attention-getting
- ☐ Tardiness to class
- ☐ Frequent visits to lavatory
- ☐ Hyperactivity, nervousness
- ☐ Slurred speech/coordination
- ☐ Unexcused absences
- ☐ Frequent excused absences
- ☐ Failing memory
- ☐ Frequently needs discipline
- ☐ Cheating
- ☐ Fighting in class
- ☐ Throwing objects
- ☐ Defiance of authority
- ☐ Obscene language
- ☐ Sudden outbursts of temper

III. Other Concerns

- ☐ Being rigidly obedient
- ☐ Erratic behavior from day-to-day
- ☐ Negative change in friends, peer group
- ☐ Older social group
- ☐ Sudden, unexpected popularity
- ☐ Mood swings
- ☐ Seeks constant adult contact
- ☐ Time disorientation
- ☐ Dramatic weight loss or gain
- ☐ Neglects personal hygiene
- ☐ Inappropriate responses
- ☐ Depression
- ☐ Suspensions
- ☐ Loss of athletic eligibility
- ☐ Defensiveness
- ☐ Withdrawal, a loner
- ☐ Other students express concern about possible problems
- ☐ Difficulty in accepting mistakes
- ☐ Unexplained physical injuries
- ☐ Involvement in thefts, assaults
- ☐ Carrying weapons
- ☐ Staying out late on school nights
- ☐ Suspected neglect
- ☐ Home problems
- ☐ Sexual behavior

Chart 12

Student Assistance Program



Resources 15

Funding/Incentives

Alcohol and Other Drug Abuse Program

Assistance for Alcohol and Other Drug Abuse Programs

Section 20.255(1)(hr), 20.255(2)(g) and 115.36, Wis. Stats.

Contact: Mary Kleusch or Michael Thompson, Consultants, Alcohol and Other Drug Abuse, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-7051/266-3584.

The DPI provides assistance to school districts to develop comprehensive alcohol and other drug abuse programs which encompass a continuum of prevention and intervention services. Prevention programs are designed to avoid or minimize future problems related to alcohol and other drug use, while intervention programs are designed to help students already experiencing problems. The following categories of resources are provided to districts: training, technical assistance, information dissemination and grants. The DPI administers grant funds for training and for the development of model programs. In 1990-91, $815,400 PR is appropriated for grants to school districts and CESAs to develop and implement model AOD programs. Other grant funds are available to school staff in the form of fellowship grants to support advanced training and education related to AOD programs.

Youth Alcohol and Other Drug Abuse Program

Section 20.255(2)(w) and 115.362, Wis. Stats.

Contact: Mary Kleusch or Michael Thompson, Consultants, Alcohol and Other Drug Abuse, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-7051/266-3584.

In 1990-91, $2,000,000 SEG is appropriated for grants to school districts and CESAs for the development or expansion of district-wide AODA curriculum or, if a district already has such a curriculum, the development or expansion of other types of AODA prevention and intervention programs.

Head Start State Supplement

Section 20.255(2)(dm) and 115.361(1), Wis. Stats.

Contact: Jim McCoy, Consultant, Bureau for School Improvement, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-1000.

In 1990-91, $2,000,000 is appropriated for a state supplement to the federally funded Head Start program. Funds must be distributed to Head

Start agencies according to federal guidelines except that there is no matching fund requirement. Approximately 675 additional children will receive comprehensive developmental services under this state supplement.

Drug Abuse Resistance Education

Sections 20.255(2)(v), 20.255(2)(dm) and 115.361(2), Wis. Stats.

Contact: Mary Kleusch or Michael Thompson, Consultants, Alcohol and Other Drug Abuse, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-7051/266-3584.

Under this program, a school board may contract with a city or county to provide drug abuse resistance education to pupils in grades 5 to 8. Instruction is provided by law enforcement officers who have received special training. In 1990-91, $500,000 SEG and $100,000 GPR is appropriated for grants to school districts.

Families and Schools Together Programs

Section 20.255(2)(dm) and 115.361(3), Wis. Stats.

Contact: Mary Kleusch or Michael Thompson, Consultants, Alcohol and Other Drug Abuse, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-7051/266-3584.

In 1990-91, $1,000,000 GPR is appropriated for grants to school districts to identify pupils 6 to 11 years of age who have a high risk of dropping out of school, experiencing alcohol and other drug abuse problems or being adjudged delinquent. Programs must provide prevention and early intervention activities involving joint school, family and community participation, including mental health and other drug abuse program specialists.

Pupil Alcohol and Other Drug Abuse Program Projects

Section 20.255(2)(dm) and 115.361(4), Wis. Stats.

Contact: Mary Kleusch or Michael Thompson, Consultants, Alcohol and Other Drug Abuse, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-7051/266-3584.

In 1990-91, $300,000 GPR is appropriated to award grants of up to $1,000 to reimburse school districts for the costs of alcohol and other drug abuse education, prevention or intervention programs designed by pupils.

After-School and Summer School Programs

Section 20.255(2)(dm) and 115.361(5), Wis. Stats.

Contact: Mary Kleusch or Michael Thompson, Consultants, Alcohol and Other Drug Abuse, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-7051/266-3584.

In 1990-91, $720,000 GPR is appropriated to provide grants of up to $30,000 to fund after-school or summer school programs for pupils in grades 1 to 9. Programs must identify the special skills and interests of individual pupils and help them develop those skills and interests; coordinate the program with the district's program for children at risk and AODA prevention program; and include a school tutoring program for pupils in grades 1 to 9 who are one or more years behind their age group in reading, writing or mathematics or who exhibit other significant academic deficiencies.

School Counselors, Psychologists and Social Workers

Section 20.255(2)(dm) and 115.361(6), Wis. Stats.

Contact: Nancy Holloway, Director, Bureau for Pupil Services, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-8960.

Beginning in 1990-91, school districts may apply for one-time grants of up to $20,000 to assist in paying the cost of employing additional licensed school counselors, psychologists and social workers for pupils in elementary grades. School dis-

tricts must match the amount of the grant. In 1990-91, $250,000 GPR is appropriated for the program.

Federal Drug-Free Schools Act

Contact: Mary Kleusch or Michael Thompson, Consultants, Alcohol and Other Drug Abuse, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-7051/266-3584.

This act provides approximately $5,718,918 FED in 1990-91 for entitlement grants to local school districts for drug abuse education and prevention programming. The department administers the program and provides services such as: training, technical assistance, and curriculum development.

Alcohol/Driver and Traffic Safety Education

Section 20.255(1)(hm) and 346.655, Wis. Stats

Contact: Nancy Holloway, Director, Bureau for Pupil Services, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-8960.

DPI staff work with educators to develop and implement K-12 alcohol/traffic safety curriculum and instruction programs to deal with the problem of drinking and driving among youths. Curriculum materials and inservice training are provided to local school districts. In 1990-91, $225,000 GPR is appropriated for services and grants. Minigrants are available to provide funds to local school districts, a consortium of schools, or CESAs for support of locally initiated projects. Upon request, grant recipients must share project experiences, activities, and materials on a cost recovery basis with other interested school districts and CESAs.

Bilingual Education

Section 20.255(2)(cc) and 155, Subchapter VII, Wis. Stats.

Contact: Myrna Toney, Chief, Special Needs Section, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-2690.

Wisconsin state statutes define bilingual education as a "program designed to improve the comprehension and the speaking, reading, and writing ability of a limited-English speaking pupil in the English language so that the pupil will be able to perform ordinary classwork in English." The DPI provides financial and program assistance to eligible school districts in setting up bilingual-bicultural programs. In 1990-91, $7,273,200 GPR is appropriated for bilingual-bicultural education aids.

Education Consolidation and Improvement Act of 1981

Chapter 1 Migrant Education

20 U.S.C.A. ss. 3801-3807 (also known as PL 100-297)

Contact: Myrna M. Toney, Chief, Special Needs Section, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-2690.

Through this program, DPI provides financial and program assistance to school districts serving the special needs of educationally disadvantaged migrant students. In 1988-89, $812,759 FED is appropriated for local assistance.

Chapter 1 Programs

20 U.S.C.A. ss. 3801-3807 (also known as PL 97-35)

Contact: Myrna M. Toney, Chief, Special Needs Section, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-2690.

Federal funds, administered by DPI, provide for supplementary instructional programs for educationally disadvantaged pupils from low-income families residing in high population concentration areas. School districts must have at least ten low-income students to be eligible for the funds. In 1990-91, $72,773,708 FED is appropriated for local assistance. The 1990-91 amount of Chapter 1

funding for educational and support services to youth in juvenile and adult correctional institutions was $660,000. The Department of Public Instruction awards the funds to the Department of Health and Social Services, Division of Corrections for development of supplemental basic skills programs for educationally disadvantaged pupils through age 20.

Chapter 2 Program

20 U.S.C.A. ss. 2911-2976 (also known as PL 100-297)

Contact: Bette Achtor, Chapter 2 Coordinator, Bureau for School Management Services and Federal Aids, Wisconsin Department of Public Instruction, 125 South Webster, P.O. Box 7841, Madison, WI 53707, (608) 266-7124.

The Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 made several changes in the Chapter 2 program. Chapter 2 was originally authorized under the Education Consolidation and Improvement Act of 1981 which was also known as the Education Block Grant. Under the reauthorization, school districts apply to the DPI for funds which may be used for programs to

- meet the educational needs of children at risk;
- acquire instructional or educational materials;
- provide schoolwide improvements, including effective schools programs;
- provide training and professional development;
- enhance the personal excellence of students or student achievement; and
- develop other innovative projects that would enhance schools' educational programs or climate.

Both public and private schools are eligible for funds. In 1990-91, $6,968,214 of Wisconsin's Chapter 2 funds will be allocated to school districts. Allocations are based on a formula and one of the factors of the formula distributes 47 percent of the LEA allocations on the high cost factor calculated from the number of families receiving Aid to Families with Dependent Children (AFDC).

Human Growth and Development Program

Section 118.019, sec. 20.255(1)(fm), sec. (2)(fg), Wis. Stats.

Contact: Raejean Kanter, Human Growth and Development Consultant, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 267-3725.

1985 Wisconsin Act 56 encourages school districts to make available to pupils human growth and development instruction and requires school boards to appoint local advisory councils to develop human growth and development curricula. In 1990-91, $200,000 in general program revenues were appropriated for competitive local assistance grants to help school districts develop or improve human growth and development curricula. In addition, CESAs were allocated $307,200 GPR (25,600 per CESA) in 1990-91 to provide assistance to school districts developing or implementing human growth and development programs.

Education for School-Age Parents

Chapter 115, Subchapter VI, Wis. Stats.

Contact: Raejean Kanter, Consultant, Bureau for Pupil Services, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 267-3725.

Any school board, CESA, or consortia of school districts may establish a program for school-age parents and be eligible to receive state aids for 63 percent of the costs of teacher salaries, instructional aids, special transportation, and other expenses approved by the pupil services superintendent. Programs must be designed to provide services and instruction to meet the needs of these parents through graduation or age 21.

Annually, prior to beginning the school year, the school board submits a plan of service to the DPI. This includes the number of students expected to be served, personnel for the program, estimated salaries, and other anticipated costs. In 1989-90, program costs were approximately $850,000.

Job Training Partnership (JTPA)

29 U.S.C.A. s. 153 (also known as PL 97-300—8 percent set-aside for education coordination grants)

Contact: Vicki Poole, Alternative Programs Section, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 267-9166.

The DPI administers the 8 percent set-aside for education coordination and grants of this federal program to provide education and training for youth who are at risk of failure. In 1990-91, approximately $738,930 in federal funds were allocated to school districts. Programs are intended to help students develop academic and employability skills so they can earn a diploma and be employable upon graduation. DPI works with the Department of Industry, Labor, and Human Relations, 17 service delivery areas in the state, and local businesses.

Precollege Scholarship Program

Section 115.43, Wis. Stats.

Contact: Paul Spraggins, Director, Bureau for Education Opportunity Programs, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-3523.

In 1990-91, $579,500 GPR is appropriated for scholarships to minority students in grades 6-12 to allow them to participate in precollege classes or programs to improve academic skills in preparation for postsecondary education. Programs are held both during the school year and in the summer at Wisconsin's public and private colleges and universities.

Preschool to Grade 5 Program

Section 115.45, Wis. Stats.

Contact: Mark Fredisdorf, Consultant, Bureau for School Improvement, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 267- 9551.

This program provided supplemental funding, in the amount of $5,670,000 GPR in 1990-91 to assist 33 urban schools in Racine, Kenosha, Beloit, and Milwaukee school districts in developing and implementing improved educational programs for economically disadvantaged students from preschool through grade 5. DPI administers the program.

Child Nutrition and Nutrition Education Programs

Contact: Richard Mortensen, Director, Bureau for Food and Nutrition Services, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-3509.

1. National School Lunch Act and the Child Nutrition Act of 1966.

Federally funded Child Nutrition Programs are designed to provide for the nutritional well-being of children, enabling them to concentrate on learning activities. Children from families meeting USDA's family size-income guidelines are eligible for free and reduced-price meals. In 1988-89, over 37 million meals were served to Wisconsin children from low income families. Cash and commodity assistance for 1988-89 totaled $85 million.

In addition to food service programs, federal funds support the Nutrition Education and Training Program with the goal of assisting children in developing the knowledge and attitudes to make informed food choices promoting life long health.

2. S. 115.343, Wis. Stats.

The Bureau for Food and Nutrition Services also administers the Wisconsin Morning Milk Pro-

gram. The program provided $325,000 in GPR funding in 1989-90 to support free milk distribution in public and private schools for children eligible for free school lunches.

Vocational Opportunities Program

20 U.S.C.A. ss. 2331-2334 (also known as PL 98-524)

Contact: Richard Dignan, Director, Bureau for Vocational Education, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 267-9244.

The federal "Vocational Opportunities Program" of the Carl Perkins Vocational Education Act provides programs to meet the special needs of handicapped individuals, disadvantaged students, single parents, and others in need of training or retraining. The DPI awards grants to school districts, CESAs, universities, and other postsecondary institutions. The total amount available in 1990-91 is approximately $5,547,171 FED. Participating school districts must comply with all the federal reporting requirements and employ a local vocational education coordinator.

Suicide Prevention Program

Sections 15.377(7), 20.255(2)(fs), 115.365, 118.01(2)(d)7, 118.295, Wis. Stats.

Contact: William Berkan, School Social Work Consultant, Wisconsin Department of Public Instruction, Bureau for Pupil Services, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-7921.

In 1985, the Wisconsin State Legislature enacted suicide prevention legislation to encourage a coordinated statewide effort for youth suicide prevention. The law

- creates a seven-member Youth Suicide Prevention Council. The council advises the state superintendent on matters pertaining to youth suicide prevention.
- appropriates $3,000 annually to each of the 12 CESAs to develop youth suicide prevention programs in their service areas.
- directs the DPI and the Department of Health and Social Services (DHSS) to provide suicide prevention training programs to county social services agencies, mental health boards, and public and private schools.
- directs the DPI and the DHSS to provide consultation and technical assistance to county social services agencies, mental health boards, and public and private schools.
- directs school districts to have in place a suicide prevention curriculum by July 1, 1988.
- protects from civil liability any person who, in good faith, refers a student for being potentially suicidal.

Milwaukee Kindergarten and Early Childhood Programs and Mentor Program for Disadvantaged 6th and 7th Graders

Section 20.255(2)(ec), 119.71, 119.73, 119.74, Wis Stats.

Contact: Mark Fredisdorf, Consultant, Bureau for School Improvement, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 267-9551.

As part of the Milwaukee school district desegregation suit settlement the state has agreed to provide $30 million over the next five years in categorical funds to the Milwaukee school district. 1989 WI Act 31 appropriated $6.9 million in 1990-91 to Milwaukee school district for kindergarten and early childhood program. In addition, $150,000 was appropriated for a mentoring program for disadvantaged youth. The funds for these program will be allocated as follows:

- $4,186,160 GPR to fund full-day five-year-old kindergarten programs for disadvantaged pupils in the Milwaukee school district.
- $785,000 GPR to pay for contracts with private, nonsectarian, nonprofit day-care agencies which provide day-care/education programs for disadvantaged four- and five-year-old pupils in the Milwaukee school district.

- $150,000 GPR to the Milwaukee school district to contract with a private organization to operate a mentor program for disadvantaged sixth and seventh grade pupils. Funds are to be matched by private contributions.
- $814,720 GPR to the Milwaukee school district to implement the High Scope curriculum in the first grades of schools enrolling large numbers of economically disadvantaged students.
- $175,000 GPR to the Milwaukee school district to fund parent liaison positions in six service delivery areas.
- $385,000 GPR to the Milwaukee school district to fund extended day kindergarten programs.
- $504,120 GPR to the Milwaukee school district to fund programs for assisting students sanctioned under Learnfare.

Milwaukee Parental Choice Program

Section 119.23, Wis. Stats.

Contact: E. Gus Knitt, Consultant, Bureau for State School Aids Administration and Consultation, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608)267-9207.

1989 Wisconsin Act 336 created the Milwaukee Parental Choice Program in which the state pays for the cost of low-income pupils in grades kindergarten through twelve who reside in the City of Milwaukee to attend, at no charge, any nonsectarian, private school located in the City, beginning in the 1990-91 school year.

Home School Coordinators

Section 20.255(2)(cs) and 115.745, Wis. Stats.

Contact: Alan Caldwell, Consultant, American Indian Education Program, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608)267-2283.

1989 Wisconsin Act 336 appropriated $60,000 GPR in 1990-91 to support two home school coordinators in a school district which had a pupil membership of at least 50 percent American Indian pupils in the previous year. The home school coordinators must work with pupils and their families to address problems that adversely affect the pupils' success in school.

Wisconsin Youth Initiatives

Section 20.255(2)(d), Wis. Stats.

Contact: Vicki Poole, Chief, Alternative Programs Section, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608)267-9166.

DPI assumed administration of the Wisconsin Youth Initiatives program formerly operated by the Department of Industry, Labor, and Human Relations, in 1985-86. This program services "at-risk" economically disadvantaged youth in Milwaukee by providing instruction in basic skills coupled with job readiness training, counseling, tutoring, credit remediation and vocational training. In 1990-91, $500,000 GPR is allocated to the Milwaukee school district to contract with Community-Based Organizations (CBO) to provide instruction. An MPS teacher is assigned to each CBO.

Four- and Five-Year-Old Kindergarten Count

Section 121.004(7)(c), Wis. Stats.

Contact: Amza Vail, Director, Bureau for State School Aids Administration and Consultation, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-2840.

This provision, permitting school districts to count each four-year-old kindergarten pupil as one-half pupil in the school aid formula and five-year-olds as up to one pupil, allows school districts to strengthen programs for disadvantaged children. Well-publicized research documents the positive long-term effects and cost effectiveness of preschool programs for disadvantaged children.

Chapter 220—Integration Aid

Section 121.85 and 121.86, Wis. Stats.

Contact: E. Gus Knitt, Consultant, Bureau for State School Aids Administration and Consultation, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 267-9207.

The special transfer aid program (integration aid, Chapter 220) provides approximately $59 million GPR in 1990-91 to eligible school districts for voluntary efforts to reduce racial imbalance. Aid is based on the number of pupils who transfer between school districts (interdistrict aid), or who transfer between minority and nonminority attendance areas within a school district (intradistrict or merge attendance area aid).

Learning Assistance Programs

Section 20.255(2)(ez) and 115.363, Wis. Stats.

Contact: William Erpenbach, Director, Bureau for Special Needs Programs and Robert Gomoll, Director, Bureau for School Improvement, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608)267-1072/266-2658.

Under this program, school districts may apply for grants to coordinate educational and health and social services for pupils and their families; integrate early childhood education and child care; develop, implement or enhance programs for gifted and talented pupils; or provide services to limited-English speaking pupils from Indo-Chinese language groups. In 1990-91, $1,434,000 GPR is appropriated for grants to school districts.

Bureau for Children With Physical Needs

Title V of the Social Security Act, Maternal and Child Health Services Block Grant Legislation of 1981.

Contact: Betty Rowe, Director, Bureau for Children With Physical Needs, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-3886.

The Bureau for Children with Physical Needs (BCPN) administers the Wisconsin Program for Children with Special Health Care Needs (CSHCN) which is funded under Title V of the Social Security Act, Maternal and Health Care Services Block Grant Legislation of 1981. A multidisciplinary staff consisting of a physician, nurse specialists, audiologists, social worker, and a physical therapist provides services to children with chronic illnesses and disabling conditions. These services include early identification through screening programs; financial assistance to individual children and their families in the amount of $600,000 annually to cover the costs of medical evaluations, treatment, hospitalization, and after care; consultation to children and families, local education and social services agency personnel, and health care providers relative to the health, education, and psycho-social needs of children with chronic conditions; training personnel responsible for the delivery of services to this population; and general prevention activities.

Leadership/Outreach/ Technical Assistance

Children-At-Risk Program

Section 118.153, Wis. Stats.

Contact: Steve Gilles, Consultant, Bureau for Pupil Services, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-1723.

Wisconsin's Children At Risk legislation defines children at risk and requires every school board to annually identify such children and develop a plan for programs to meet their needs.

"Children-At-Risk" means pupils who are one or more years behind their age or grade level in mathematics or reading skills or in the number of

credits attained, and who are or have been one of the following: a school dropout, absent, (whether such absences are excused or unexcused), from school in any school semester for more than 15 percent of the number of hours of direct instruction, adjudicated delinquent, or a parent. The definition also includes pupils in grades 5-8 who either are behind their age group in basic skills by two or more years or are behind in basic skills one or more years and absent (whether such absences are excused or unexcused) more than 10 percent of the number of hours of instruction required during that semester.

Under state statute, school boards must establish procedures to annually identify children at risk enrolled in the district and provide programming to meet their needs through curriculum modifications, alternative programs, remedial instruction, and the use of support services, education for employment, and other approaches as may be needed.

Community support services that may be used to serve children at risk must be identified. A description of how the services will be used, coordinated, and provided must be detailed. Also provision must be made for periodic parent-teacher conferences. Parents must be involved in efforts to meet the needs of children at risk and districts must provide parent assistance training.

Under the law, school districts that must file their Children At Risk plans with the state can qualify for additional aid. Currently, school districts who had in the preceding school year 50 or more high school dropouts or a high school dropout rate exceeding 5 percent, must have their plans approved by the state superintendent. Each district then must submit a year-end report detailing attendance, retention, school progress, basic skills acquisition, and high school graduation rates for pupils enrolled in the Children At Risk program. If the district's pupils meet specified minimum performance levels, the district is eligible for additional state aids for pupils served in the program.

Additionally, school districts with an annual dropout rate between 2.5 percent and 4.99 percent may submit their plans voluntarily to the state for review and approval thus qualifying for additional state aids.

The intent of Children At Risk legislation is to keep students in school who might otherwise drop out, and enable them to graduate from high school. This can only be accomplished if the programs enable the students to advance in grade each year. Thus, districts that were required to have their plans approved may receive additional state aids for their Children At Risk programs if students enrolled in the program who improved attendance and demonstrated academic progress.

The DPI is assisting school districts in the task of educating children at risk by establishing consistent educational standards and by ensuring that its own programs serving children at risk are coordinated, reach those most in need, are administratively uncomplicated, and do not duplicate or waste resources. Department staff conduct numerous conferences and workshops to help school districts implement this comprehensive and important initiative.

Community Education

Section 120.13(19), Wis. Stats.

Contact: Eric C. Smith, Consultant, Community Education and Family Involvement, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-3569.

The DPI Community Education Office provides consultant services to districts for establishing programs which open up school facilities for all age groups in the community, coordinate community services and establish a broad range of lifelong learning program. Such efforts are coordinated through staff hired by the local districts with assistance from community education advisory councils.

Education for Employment

Section 115.367, Wis. Stats.

Contact: Linda Abram, Education for Employment Consultant, Bureau for School Improvement, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-9897.

Education for Employment, also known as Standard m, is Wisconsin's comprehensive effort to produce the finest, most skilled, and most productive work force in America. Its purpose is to ensure that all students, regardless of career objectives, have the skills, attitudes, and knowledge needed for future employment.

In addition to preparing students for the world of work, the goals of Education for Employment are

- preparation of students for life by developing their economic potential and their ability to adapt to changing technological and occupational requirements;
- promotion of economic development and job creation in Wisconsin by maintaining an education and skilled pool of workers; and
- assurance of equal educational opportunity for all students, regardless of the size, location, or wealth of their school district.

National Diffusion Network

Contact: William Ashmore, Bureau for Instructional Media and Technology, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 267-9179.

The National Diffusion Network (NDN) seeks to promote and share information about locally developed educational programs that work. Through an adoption training process, the NDN provides programs, materials, people, services, and funds to help educators all over the country find low cost solutions to local problems. In Wisconsin, the project is administered by the DPI through its state facilitator who works directly with CESAs and local school districts to provide training and consultation. The NDN offers more than 400 exemplary programs. Content areas include basic skills, bilingual/migrant education, special education, alternative schools, gifted and talented education, and administration/organizational arrangements. There are some specific programs in the NDN system that concentrate on activities for at-risk students.

High School Equivalency/GED Program

Section 115.29(4), Wis. Stats.

Contact: Henry Hendrickson, Community Services Specialist, Bureau for Vocational Education, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 267-9448.

Under s. 115.29(4), Wis. Stats., the state superintendent may issue a high school equivalency diploma to a person who, in the state superintendent's judgment, has presented satisfactory evidence of having completed a recognized high school course of study or its equivalent; and the state superintendent may establish the standards by which high school equivalency may be determined. The purpose of the high school equivalency diploma is to provide a credential to adults who did not graduate from high school and are unable to receive a high school diploma from their school district of residence, but are able to demonstrate attainment of credits, knowledge, and skills that are equivalent to those which would be attained in a high school program of study.

Work Experience Career Exploration Program (WECEP)

Contact: Henry Hendrickson, Community Services Specialist, Bureau for Vocational Education, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 267-9448.

The Work Experience Career Exploration Program (WECEP) is designed for 14- and 15-year-old academically and economically disadvantaged students who are not profiting from the regular school program and need and want an alternative educational program.

The program is both preventive and preparatory. It is preventive in that it keeps students from dropping out of school by providing relevant classroom experiences and opportunities to apply on the job what is learned in school. It is preparatory in that it helps individual students acquire a basis from which to eventually choose a vocation.

Vocational Special Needs Education Consultant

Contact: Preston Smeltzer, Bureau for Special Needs Programs, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 267-9448.

This position is responsible for providing statewide leadership, consultation, and direction for efforts intended to accommodate students with a disability, who are educationally disadvantaged, or who have limited English proficiency in vocational education. Inservice, technical assistance, model program and guideline development, administration of portions of Title IIA of the Carl Perkins Act, and efforts to influence the basic program are all directed to the improvement of vocational education for these students.

School Nursing and Health Services

Contact: Laura Taff, Consultant, School Nursing and Health Services, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-8857.

The school nursing and health services consultant provides technical assistance and consultation to school administrators and nurses, and state, regional, and local public health agencies related to the provision of school nurse and health services. The school-based and public health nurses who work in Wisconsin schools manage the school health service program which includes but is not limited to the following basic services: direction of emergency nursing services per Wisconsin Education Standard g; planning and implementing vision, hearing and other health screening programs; and the supervision of health care provided by nonprofessional health care providers. The role of the school nurse also includes health counseling for individuals and groups, support of the school health education program, the provision of direct care for pupils with complex care needed during the school day. School nurse and health services priorities are directed at the prevention, early identification, and follow-up of pupil health-related problems that affect their ability to benefit fully from the school experience. With the complex health issues that schools must address, the school nurse is most effective when that position is an integral part of a pupil services team.

AIDS Prevention Consultant

Contact: Barbara Nehls-Lowe, Consultant, Bureau for Pupil Services, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608)267-3750.

Wisconsin's Department of Public Instruction (DPI) has received funding from the CDC since August 1988. Centers for Disease Control activities have been designed to prevent the spread of Acquired Immunodeficiency Syndrome (AIDS)/ HIV in K-12 school health education curriculums. Significant inservice training has occurred throughout the state by UW-LaCrosse health education faculty and CESA teams. The state program offers technical assistance, training, information and resources dissemination, and coordination to school districts and CESAs.

Wisconsin Educational Opportunity Program (WEOP): Talent Search Program and Early Identification Program

Section 115.43, Wis. Stats.

Contact: Paul Spraggins, Director, Bureau for Educational Opportunity Programs, Department of Public Instruction, 233 W. Galena Ct., Milwaukee, WI 53212, (414) 227-4413.

1. Talent Search helps educationally and economically disadvantaged adults and high school students continue their education. WEOP counselors seek out minority and disadvantaged students, particularly in rural and urban areas of the state, and assist them in preparing for and applying to postsecondary schools. Help is provided in obtaining financial aids and academic counseling.
2. The Early Identification Program (EIP) provides academic, personal, and career counseling to disadvantaged students (minority and low income) beginning in the eighth grade. The program, in partnership with parents and schools, helps these students make career decisions. Greatest assistance is given to students who might otherwise not be admitted to college because of poor academic performance. EIP counselors work with schools to help get students on track. This may include offering opportunities for part-time employment. Six regional offices are located around the state.
3. The Talent Incentives Program (TIP) is a component of the Wisconsin Educational Opportunity Program. The purpose of the program is to provided supplemental grant awards to severely needy nontraditional students. The awards are designed to reduce the need for self-help aid (loans, work-study, student and parental financial expectations) during the period of greatest academic vulnerability during the first two years of college. However, TIP grants are provided for all four years.

School Social Work Consultant

Contact: William Berkan, Consultant, School Social Work Services, Bureau for Pupil Services, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-7921.

The school social work consultant provides outreach, training, and technical assistance to the state's school social work practitioners whose activities encompass alcohol and drug abuse programs, child abuse and neglect, juvenile delinquency, dropouts, truancy, EEN and handicapped, human growth and development, inservice for teachers, intern supervision, school-age parents, school/community issues, and numerous special programs for children at risk.

These services provide continued outreach, support, and problem solving to children and families as they move throughout their various environments. Specific skills areas applied are family dynamics, home-school-community liaison, individual therapy, group dynamics, and identification of stress points in the system with development of corresponding response strategies.

Other responsibilities of the school social work consultant include the following:

- Child abuse and neglect/child sexual abuse which has as its emphasis the development of school policies and procedures for LEAs; inservice and training workshops on a direct service basis through the DPI-conducted project "Wisconsin Child Abuse and Neglect Training for Educators"; building coalitions between schools and community agencies around child abuse reporting issues; and collaboration with other state entities such as the Bureau for Children, Youth, and Families, the Wisconsin Council on Developmental Disabilities, Migrant Education, UW-Madison/Milwaukee and EEO on the prevention of child abuse regarding minorities and special populations; publishing articles and monographs on child abuse and child sexual abuse.
- Providing training and networking resources on protective behaviors for school districts, CESAs, and their corresponding community agencies.
- Providing technical assistance to school districts regarding corporal punishment, school-age child care, school discipline, and juvenile delinquency.

Health Education

Contact: Chet Bradley, Consultant, Bureau for School Improvement, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707. (608) 266-7032.

The health education consultant provides leadership to local school districts, CESAs, and colleges in the development, implementation, and evaluation of K-12 school health education programs.

Responsibilities include statewide leadership activities in the development and improvement of comprehensive school health education programs K-12 in Wisconsin schools. Major activities include

- organizing and implementing statewide conferences and workshops aimed at developing health promotion/wellness programs to assist school staff at the local level,
- developing Department of Public Instruction school health education curriculum guidelines,
- planning and conducting teacher inservice programs to improve teaching competencies in health instruction,
- reviewing university and college teacher preparation programs in health education,
- assisting local school districts and CESAs in developing, implementing, and evaluating programs, and
- aiding in the development, implementation, and assessment of new health education resources.

AIDS Prevention Consultant

Contact: Barbara Nehls-Lowe, Consultant, Bureau for Pupil Services, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707. (608) 267-3750.

The AIDS prevention consultant provides Acquired Immunodeficiency Syndrome (AIDS) and Human Immunodeficiency Virus (HIV) education, concentrating on the out of school youth, minority youth, and those with exceptional learning needs. The AIDS prevention consultant would also network in the fields of social studies, science, family and consumer studies, and language arts to infuse AIDS instruction into the existing curriculum.

School Counseling and Guidance Programs

Contact: Dennis Van Den Heuvel, Consultant, Bureau for Pupil Services, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-2829.

School Counseling and Guidance programs are provided for school children under the provision of Wisconsin School District Standard (e), which requires all school districts to systematically plan and implement counseling and guidance services K-12. Services include personal, educational, and career/vocational counseling and guidance consistent with the child development and learning needs illustrated in the Wisconsin Developmental Guidance Model. Counseling and guidance activities are delivered by licensed school counselors in collaboration with other pupil services staff, parents, teachers, and community health and human services providers. Many of these activities represent services to a variety of other mandated programs including truancy/dropout prevention, children at risk, vocational education, career education, alcohol and other drug prevention education, special education, education for employment, health education, teen parent programs, and the Wisconsin "Learnfare" program.

Cultural and Equity Section

Title IV Civil Rights Act—National Origin Equity, Sex Equity, and Race Equity Programs

Contact: Barbara Bitters, Chief, Cultural and Equity Section, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-9609.

The mission of the Cultural and Equity Section is to assist public elementary and secondary schools in Wisconsin to provide all students regardless of their sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability with equal access, treatment, opportunities, and benefits in all education activities by eliminating role stereotyping, bias, segregation, and discrimination and thereby promoting excellence in education.

Pupil Nondiscrimination Compliance

Sec. 118.13, Wis. Stats. and PI 9.

Contact: Dorothy LePage, Consultant, Program Review and Compliance Section, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-7292.

Section 118.13 Wis Stats. prohibits discrimination in public schools on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Section 118.13 (2), Stats., requires school boards to develop policies and procedures to implement the statute, including a complaint procedure. Section 118.13, Stats., requires the state superintendent to decide appeals of local school board decisions, requires the state superintendent to promulgate rules, and authorizes the state superintendent to review school district compliance and to provide technical assistance to school districts.

Early Childhood Consultant

1987 WI Act 399 appropriated funds to DPI to support one GPR position, effective October 1, 1988, to assist school districts in early childhood education programming.

Contact: Jim McCoy, Consultant, Bureau for School Improvement, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-1000.

The early childhood consultant provides leadership and coordination in early childhood education and serves as leader and liaison to programs within and outside the department that have a strong early childhood emphasis.

Families in Education

Contact: Jane Lepeska, Director, Bureau for School and Community Relations, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-9356.

The Families in Education Project focuses on efforts to generate public awareness about the critical role the family, in partnership with the schools, plays in the education of children. Project staff develop activities and programs and provide technical assistance to help schools work with families and help them in their role as primary educators of their children. In addition, the staff identifies successful programs already in existence and shares information about them with local school districts. Program activities include

- resource materials for schools,
- radio and TV public service announcements
- regional workshops for family involvement in the schools,
- family involvement sampler of successful programs,
- family involvement brochures,
- *Family School Resource and Planning Guide*,
- Parenting Handbook,
- grants to school districts, and
- development of recommendations for improved family-school involvement

Single Parent Education Specialist

Contact: Eyvonne Crawford-Gray, Education Specialist, Bureau for Vocational Education, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-9368.

The overall goal of the Carl D. Perkins Vocational Education Act-Single Parent, provides the opportunity for schools to address the employment preparation needs of teen single parents. The Act defines the target population and the specific activities for services that can be provided for the eligible students. In reaching economic self-sufficiency, it is expected that projects will increase accessibility to existing quality vocational education programs.

Federal Education of Homeless and Youth Grant

Contact: Mary Lou McClain, Community Services Specialist, Bureau for Special Needs Programs, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 267-3724.

In response to the Title VII-B of the Stewart B. McKinney Homeless Assistance Act-Education of

Homeless Children and Youth, the Wisconsin Department of Public Instruction applied for, and was awarded a grant for the third year to provide leadership, technical assistance and resources on behalf of the education of homeless children and youth. The focus of the initiative will be to identify the special needs of homeless children and youth and to provide assistance to districts in developing programs and services to meet those needs.

Assistance to Teachers in Serving Children with Special Learning Needs

Inservice Training Project

Contact: Anne Rodgers-Rhyme, Education Specialist, Bureau for Exceptional Children, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, (608) 266-1146.

The Inservice Training Project is funded under a federal Part D Education of the Handicapped Act (EHA) grant for the period of 1988-91. The major goal of this project is to provide statewide coordinated inservice training activities that will help K-12 classroom teachers make more appropriate referrals and provide educational programming for children experiencing learning and behavior problems in their classrooms.

The project sponsors two staff development programs which are listed and described below. Trainers-of-Trainers workshops are provided for these two inservices in order to train qualified educators to offer their own district level "Strategies" or "Partners" inservices.

Strategies: Effective Practices for Teaching All Children is a seven-session inservice program for K-12 educators. Effective teaching practices are reviewed during each class session and a peer coaching model is used by participants to practice and refine the techniques in their classroom. Sharing ideas and expertise as a group during workshops develops an atmosphere of collegiality and collaboration.

Partners in Problem Solving is a multimedia inservice program that uses a case study approach to improve teacher decision making, consultation skills, and classroom interventions for learning and behavior problems. The format spans two to four weeks, during which time teachers practice newly acquired skills in their own classrooms and with their colleagues. The training helps teachers deal more effectively with exceptional education needs referrals.

DPI Publications Related to Children At Risk

The following publications and others are available by contacting Sandi Ness, Communication Services and Publications Section, Bureau for School and Community Relations, Wisconsin Department of Public Instruction, P.O. Box 7841, Madison, WI 53707-7841, (608) 266-2188 or (800) 243-8782.

Best Practices in School Psychology
Classroom Activities in Sex Equity for Developmental Guidance
Classroom Activities in Employability Skills for Education for Employment
Strategic Learning in the Content Areas
A Guide to Curriculum Planning
A Guide to Curriculum Planning in Health Education
Effective Teaching of Mathematics
A Guide to Curriculum Planning in Reading
Instruction About Acquired Immune Deficiency Syndrome (AIDS) in Wisconsin Schools
Helping Your Child Discover
Dealing with Child Sexual Assault and Abuse: A Resource and Planning Guide
The EEN Triangle of Support: A Guide for Parents
School Counseling Programs: A Resource and Planning Guide
School Psychology in Wisconsin: Programs and Practices
Suicide Prevention: A Resource and Planning Guide
Gifted and Talented Students: A Step-by-Step Approach to Programming
School Improvement: A Resource and Planning Guide

Education for Employment: A Resource and Planning Guide

Wisconsin Educational Standards: A Blueprint for Excellence

A Guide to Curriculum Planning in Suicide Prevention

Educational Assessment of Emotional Disturbance: An Evaluation Guide

School Social Work: A Resource and Planning Guide

Wisconsin Model for Sex Equity in Career and Vocational Education

Year of the Family Resource Packets

Appendixes 16

A. Administrative Rules for Children At Risk Program
B. Related Legislation
C. Sample Truancy Forms
D. School District Standards
E. Acronyms
F. Children At Risk Bibliography

The appendixes in this guide are for the user's convenience. Among them are statutes, Wisconsin Department of Public Instruction requirements and standards, sample forms, and a glossary of acronyms. This information should prove useful to school districts, community groups, business, and industry in setting up comprehensive programs to serve children at risk.

Statutes are not cited in their entirety, but are provided to help meet the legal requirements for developing and conducting programs that serve children at risk.

Appendix A

Administrative Rules for Children At Risk Programs

Chapter PI 25

Children At Risk Plan and Program Requirements
Effective October 1, 1990

PI 25.01 Applicability and purpose

(1) Under s. 118.153(3)(a) Stats., every board shall make available programs to serve children at risk. The purpose of the legislation is to serve the needs of children at risk through expanded or newly developed programming and the integration of school, parent, and community programs and resources. This chapter defines children at risk, establishes approval criteria and requirements for children at risk plans and programs, and sets forth the requirements for receipt of additional state aid in those school districts eligible under s. 118.153(4), Stats.

(2) The requirements under ss. PI 25.03, 25.04 and 25.06 apply to all school districts in the state; s. PI 25.05 contains additional requirements which apply only to school districts operating under ch. 119, Stats.

PI 25.02 Definitions. In this chapter:

(1) "Adjudicated delinquent" means delinquent as defined under s. 48.02(3m), Stats.

(2) "Alternative programs" means board approved instructional programs offered in place of regularly scheduled curriculum programs.

(2m) "Basic skills," for purposes of determining whether a pupil is a child at risk, means achievement in reading or mathematics or both.

(3) "Board" means the school board in charge of the public schools in the district.

(4) "Ceased to attend" means that a pupil has been absent without acceptable excuse under ss. 118.15(1)(b) to (d) or (3), and 118.16(4), Stats., for 20 consecutive school days and has not formally withdrawn from school.

(5) "Children at risk" means:

(a) Pupils who are one or more years behind their age group in the number of credits attained or in basic skill levels and are one or more of the following:

1. Dropouts

2. Absent, in any school semester, for more than 15 percent of the number of hours of direct pupil instruction required during that semester under s. 121.02(1)(f)(2), whether such absences are excused or unexcused.

3. School-age parents.

4. Adjudicated delinquents.

(b) Pupils in grades 5 to 8 who are two or more years behind their age group in basic skill levels.

(c) Pupils in grades 5 to 8 who are one or more years behind their age group in basic skill levels and have been absent, in any school semester, for more than 10 percent of the number of hours of direct pupil instruction required during that semester under s. 121.02(1)(f)(2), Stats., whether such absences are excused or unexcused.

(6) "Contract" means a written agreement between a board operating under ch. 119, Stats., and a private, nonprofit, nonsectarian agency for the purpose of providing services to children at risk.

(7) "Curriculum modifications" means adaptations or changes in the district's kindergarten through grade 12 curriculum scope and sequence.

(8) "Department" means the Wisconsin Department of Public Instruction.

(9) "Dropout," for purposes of determining whether a pupil is a child at risk, means a pupil who:

(a) Has ceased to attend school;

(b) Continues to reside in the school district;

(c) Does not attend a public, private, or vocational, technical and adult education district school or home-based private educational program under s. 118.15(4),Stats., on a full-time basis;

(d) Has not graduated from high school, and does not have an acceptable excuse under ss. 118.15(1)(b) to (d) or (3), and 118.16(4), Stats.

(10) "Parent" means mother, father, or legal guardian.

(11) "Private program" means a program operated by a nonsectarian private school or agency.

(12) "Private school" has the meaning described in s. 118.165, Stats.

(13) "Program" means an organized and structured activity or set of activities which constitute

one or more components of the total curriculum plan for the school year or of the pupil services normally provided by a school.

(14) "Pupil attendance rate" means the rate obtained by dividing the aggregate number of full-time equivalent days of actual pupil's attendance, by the aggregate number of full-time equivalent days on which school was held.

(15) "Pupil retention rate" means the rate obtained by dividing the number of pupils who remained enrolled in school through the completion of the school year including those who graduated, by the number of pupils who were enrolled in the children at risk program during the current school year, less pupils who transferred to another school district during the school year.

(16) "School-age parents" has the meaning given in s. 115.91(1), Stats.

(17) "Significant academic progress" means both of the following:

(a) The pupil demonstrates improvement in reading and mathematics in comparison to his or her performance level in the previous school year. The board shall determine whether the pupil's performance level improved as provided for in s. PI 25.03(1)(a)2.

(b) The pupil demonstrates satisfactory performance on at least 50% of any new instructional concepts in reading and mathematics introduced during each of the current school year semesters and the level of attainment is documented in a written record of performance at beginning, midpoint, and ending of each semester.

(18) "Standardized achievement test" means a published, nationally normed test which provides a valid and reliable measure of a pupil's present achievement level in comparison with age or grade level cohorts.

(19) "State superintendent" means the state superintendent of public instruction.

PI 25.03 Identification of children at risk and children at risk plan.

(1) Under s. 118.153(2)(a), Stats., every board shall, annually by August 15, identify children at risk in the school district and develop a written plan for meeting their needs. The plan shall meet the following requirements:

(a) It shall describe how the children at risk who are enrolled in the school district will be identified annually, including the following:

1. Determining whether a pupil is behind his or her age group in the number of credits attained. A pupil shall be determined to be behind in his or her age group in the number of credits attained if the pupil has been held back one or more times at grade level and remains in this status or if a pupil in grades 9 through 12 is three or more credits deficient in progress toward graduation.

2. Determining whether a pupil is behind in his or her age group in basic skill levels based on a board approved plan of formal and informal assessments, consistent with the district's objectives in mathematics and reading identified in the curriculum plan under s. PI 8.01(2)k. The assessments shall include standardized achievement tests and teacher observations.

(b) It shall describe how the needs of children at risk will be met through each of the following:

1. Curriculum modifications and alternative programs suited to the pupil's learning needs and which enable elementary school pupils to advance in grade level and enable high school pupils to earn academic credit leading to a high school diploma under s. 118.33, Stats. This shall include a description of any curriculum modifications and alternative programs provided under s. 118.15(1)(b) to (d), Stats., and, for districts operating under the ch. 119, Stats., those curriculum modifications and alternative programs provided under s. 118.153(3)(c), Stats. Curriculum modifications and alternative programs provided under s. 118.15(1)(c) 2, Stats., which do not lead to a pupil's graduation, may not be included in the district's children at risk plan.

2. Remedial instruction provided to pupils in reading and mathematics skills areas in which it is determined that the pupils are one or more years behind their peers.

3. Parental involvement, including participation in program planning and training to assist parents in fostering the school attendance and school achievement of their children. The plan under this subsection shall include goals and objectives and specific activities to be carried out, including parent-teacher conferences at least once each semester.

4. Pupil support services, including school counseling, school social work, school nursing, and school psychological services.

5. Identification, coordination and use of community support services available to serve the needs of children at risk, including the following:

a. Community programs and services provided by educational, social, health, business, industry, and other public, private, and volunteer organizations.

b. State, county, and local government agencies.

6. Programs and instruction which will contribute to the preparation of pupils for work, including career exploration and planning, employability skills and attitudes, and development of specific occupational skills.

7. Other approaches and services which have demonstrated success in meeting the needs of children at risk, provided that programs for pupils in grades 9 through 12 are designed to allow pupils to meet high school graduation requirements under s. 118.33, Stats., and ch. PI 18.

(c) It shall provide for coordination between existing programs, resources, and services in the school district and community with any new programs, resources, and services designed to serve needs of children at risk.

(d) It shall provide for evaluation of each program or service provided to children at risk to determine the effectiveness of the program or service in meeting the needs of children at risk. The evaluation shall be conducted as follows:

1. School districts which are required to submit their plans to the department for approval under sub. (2), shall provide for evaluation at least annually.

2. School districts which volunteer to submit their plans to the department for approval under sub. (3), shall provide for evaluation at least annually.

3. All other school districts shall provide for evaluation at least once every five years on a schedule which corresponds with the department audit for compliance with the school district standards under s. 121.02(2), Stats.

(2) If, in the previous school year, a school district had 50 or more dropouts or a dropout rate exceeding 5 percent of its total high school enrollment, the board shall submit the plan developed under sub. (1) to the state superintendent for approval.

(3) If, in the previous school year, a school district had a dropout rate greater than 2.5 percent but less than 5 percent, the board may submit the plan developed under sub. (1) to the state superintendent for approval.

NOTE: PI 1204, Report of Pupils Leaving School, will be used as the basis for determining the number and percentages of dropouts. Copies of the form may be obtained at no charge from the Department of Public Instruction, Division for Management and Budget, P.O. Box 7841, Madison, WI 53707.

NOTE: Form PI 2376, Children At Risk Program Plan, may be obtained at no charge from the Department of Public Instruction, Division for Management and Budget, P.O. Box 7841, Madison, WI 53707.

PI 25.04 General requirements for school board programs for children risk. Each board operating a program for children at risk shall:

(1) Designate a staff person to coordinate the program for children at risk.

(2) Provide that all work experience and other similar programs and activities taking place outside the school for which pupils receive academic credit, including those programs or curriculum modifications authorized under s. 118.15(1)(d), Stats., and instruction and pupil support services contracted for under s. 118.153(3)(c)1 and 2, Stats., are supervised by departmentally licensed teachers or other licensed school personnel.

(3) Ensure that in grades 9 through 12 curriculum modifications and alternative programs provided for children at risk are designed to allow pupils to meet the high school graduation requirements under s. 118.33, Stats., and ch. PI 18.

(4) Identify children at risk enrolled in the school district and determine those programs and services which will meet the needs of such pupils, utilizing the procedures set forth in the board's plan under s. PI 25.03(1).

(5) Notify each pupil and his or her parent in writing that the pupil has been identified as a child at risk and is eligible to be enrolled in the board's program for children at risk. The notice shall:

(a) Include the name and telephone number of a person the parent or pupil can contact regarding the school district's children at risk program.

(b) Describe the children at risk program and the pupil's participation in the program.

(c) Inform the parent that she or he may select one or more components of the program in which the pupil will be enrolled, if the pupil meets the prerequisites for these components.

(d) Describe the procedure for requesting that the pupil be enrolled in the children at risk program.

(6) Enroll the pupil in the program for children at risk upon request of the pupil or the pupil's parent. If the board makes available more than one program for children at risk, the board shall enroll the pupil in the board program selected by the pupil or the pupil's parent if the pupil meets the prerequisites for that program. The request shall be in writing, by signature on a district-provided form, or be given verbally to the person responsible for enrolling the child in the program. This person shall record the date and time of the request and whether this request was made in person or by phone.

(7) Ensure that the special education and related services needs of a child with exceptional educational needs, as defined in s. 115.76(3), Stats., who is also eligible to be served in the children at risk program, are addressed in the child's individualized education program developed pursuant to s. 115.80(4), Stats.

PI 25.05 Special provisions applicable to first class city school system.

(1) The board of a school district operating under ch. 119, Stats., may contract with private, nonprofit, nonsectarian agencies to provide programs for children at risk for not more than 30 percent of the children at risk enrolled in grades 9 through 12, not more than 30 percent of the children at risk enrolled in the school district if the board determines that the agencies can adequately serve such children. A board contracting under this section shall:

(a) Determine and list in writing appropriate private, nonprofit, nonsectarian agencies located in the school district.

(b) Ensure that all instruction and pupil support services provided in contracted programs for children at risk are provided by one of the following:

1. Departmentally licensed teachers or other licensed school staff personnel.

2. Persons otherwise licensed to provide the instruction or related education services they will provide.

3. Persons who are supervised by licensed teachers or other licensed school staff personnel.

(c) Pay each contracting agency, for each full time equivalent child at risk served under the contract, an amount equal to at least 80 percent of the school district's average per pupil cost, and include in the annual report the amount paid to each contracting agency for each child at risk served.

(d) Establish procedures with each contracting agency for the agency to:

1. Describe staff qualifications.

2. Describe curriculum modifications and alternative programs to be provided.

3. Evaluate pupil performance including grading criteria, procedures for granting academic credit, and testing for progress in reading and mathematics skills areas.

4. Record and report pupil attendance and retention rates.

(e) Develop a procedure for communication and cooperation with the contracting agencies in meeting the needs of children at risk served under this section.

(f) Increase the enrollment level or offer the pupil another comparable program if it is determined that a pupil is to be served in a contracted program. If enrollment is subsequently open in the original contracted program, the pupil shall be given the opportunity to enroll in that program.

(2) The board shall assure the department in writing that each program for children at risk provided by a contracting agency meets all of the requirements of this section.

(3) In addition to the annual report on the children at risk program required under s. PI 25.06(1), the board shall report annually to the department the information required under s. PI 25.06(1)(a) for each contracting agency serving children at risk.

(4) Pupils served under this section who receive high school diplomas may not be counted in meeting the conditions under s. PI 25.06(2) unless the pupil met high school graduation requirements under s. 118.33, Stats., or completed a program under s. 118.33(2)(m), Stats.

PI 25.06 Annual reports, state financial aid and district use of additional funds.

(1) **Annual reports**. (a) Under s. 118.153 (4)(a), Stats., boards which have their program for children at risk plans approved by the state superintendent under s. PI 25.03(2), and (3) shall submit an annual report by August 15 to the state superintendent.

The annual report on the program for children at risk shall include the following information concerning pupils served in the program:

1. The number of pupils, by grade level, gender, and ethnic membership who were identified as children at risk, who requested enrollment in the program for children at risk, and who were enrolled in the program for children at risk.

2. Pupil attendance rates.

3. Pupil retention rates.

4. Graduation rate of high school seniors.

5. The percentage of pupils receiving academic credit sufficient for them to advance to the next grade level or to graduate from high school.

6. The percent of pupils showing significant academic progress for each semester of instruction.

7. The number of pupils whose parents did and did not participate in specific parent involvement activities established by the school board.

(b) Information provided to the department under par. (a) shall be reported by school and aggregated for the district.

(c) Results of the evaluations under s. PI 25.03(1)(d) shall be submitted to the department with the annual report under this section.

(d) The district shall maintain records which will substantiate the information reported in the annual report as may be required by the department under this section.

(2) **State financial aid**. (a) Except as provided for under par. (b), school districts shall receive additional state aid under s. 118.153(4)(b) 1, Stats., if the state superintendent determines from the report required under sub. (1) that any three of the following conditions have been met:

1. The average daily attendance rate for pupils enrolled in the program for children at risk was at least 70 percent.

2. At least 70 percent of the pupils enrolled in the program for children at risk completed the school year or graduated from high school during the school year.

3. At least 70 percent of the pupils who were high school seniors and enrolled in the program for children at risk received a high school diploma at the end of the school term or at the end of the summer school session immediately following the school term.

4. At least 70 percent of the pupils enrolled in the program for children at risk received academic credit sufficient for them to advance to the next grade level or to graduate from high school at the end of the school term or at the end of the summer school session immediately following the school term.

5. Pupils enrolled in the program for children at risk showed as a group significant academic progress in reading and mathematics for each semester of instruction in terms of:

a. Level of academic performance compared to the previous year.

b. Level of performance on new topics introduced during the semester.

(3) A school district may not receive additional aid for a children at risk program serving pupils in grades 5 or 6 unless the state superintendent determines from the report required under sub. (1) that all of the following requirements were met:

1. The average attendance rate for the pupils was at least 90 percent.

2. At least 80 percent of the pupils enrolled in the program demonstrated significant academic progress.

3. At least 70 percent of the parents or guardians of the pupils enrolled in the program participated in parent involvement activities established by the school board.

NOTE: Form PI 2375, Annual Report for Children At Risk Program, may be obtained at no charge from the Department of Public Instruction, Division for Management and Budget, P.O. Box 7841, Madison, WI 53707.

(3) **District use of additional funds**. The board of a school district receiving additional funds to provide programs and services to meet the needs of children at risk shall use the additional funds to fund board-operated or contracted curriculum modifications, alternative programs, remedial instruction, parental involvement, pupil support services and program evaluation; and contracted services as specified under s. PI 25.05 (1). This subsection does not provide authorization for boards to contract for programs or services beyond statutory authority.

Appendix B

Related Legislation

DEPARTMENT OF PUBLIC INSTRUCTION

Chapter PI 5

HIGH SCHOOL EQUIVALENCY DIPLOMAS AND CERTIFICATES OF GENERAL EDUCATIONAL DEVELOPMENT

PI 5.01 Intent statement
PI 5.02 Definitions
PI 5.03 Eligibility
PI 5.04 Certificate of general educational development
PI 5.05 High school equivalency diploma based on passing of the general educational development test with additional requirements in citizenship, health, career awareness, and employability skills
PI 5.06 High school equivalency diploma based on attainment of high school credits
PI 5.07 High school equivalency diploma based on post-secondary education
PI 5.08 High school equivalency diploma based on a foreign diploma or degree
PI 5.09 High school equivalency diploma based on completion of a program approved by the state superintendent

Note: Chapter PI 5 as it existed on February 29, 1988, was repealed and a new chapter PI 5 was created effective July 1, 1988.

Note: *Initial applicability.* A person who completes at least one subtest of the general educational development test with a passing score before July 1, 1988, and who completes all subtests of the general educational development test with passing scores on or before June 30, 1989, may be issued a high school equivalency diploma. By September 1, 1988, each general educational development testing site in Wisconsin shall submit to the department a list of all persons who intend to apply for a high school equivalency diploma under this provision.

PI 5.01 Intent statement.

(1) Under s. 115.29 (4), Stats., the state superintendent may issue a high school equivalency diploma to a person who, in the state superintendent's judgment, has presented satisfactory evidence of having completed a recognized high school course or study or its equivalent; and the state superintendent may establish the standards by which high school graduation equivalency may be determined. The purpose of the high school equivalency diploma is to provide a credential to adults who did not graduate from high school and are unable to receive a high school diploma from their school district of residence, but are able to demonstrate attainment of credits, knowledge, and skills that are equivalent to those which would be attained in a high school program of study. This chapter sets forth criteria for determining that equivalency, based on s. 118.33, Stats., the high school graduation standards, and s. 121.02 (1) (m), Stats., the education for employment standard. The age eligibility requirements are intended to aid school districts in serving children at risk by discouraging youths from dropping out of school to pursue the high school equivalency diploma.

(2) This chapter also provides for the granting of a certificate of general educational development to a person who achieves passing scores, as determined by the state superintendent, on the general educational development test but has not met the additional requirements for the high school equivalency diploma.

History: Cr. Register, February, 1988, No. 386, eff. 7-1-88.

PI 5.02 Definitions. In this chapter:

(1) "Certificate of general educational development" means the certificate granted to a person who has achieved a passing score on the general educational development test.

(2) "College" or "university" means an institution which is accredited on a degree granting level by an accrediting agency which is listed by the United States department of education as a nationally recognized accrediting agency.

(3) "Community-based organization" means a private nonprofit organization which is representative of a community or a significant segment of a community and which provides educational and job training services.

(4) "Course" means study which has the fundamental purposes of developing the knowledge, concepts, and skills in a subject; and evaluation of the degree of attainment of the knowledge, concepts and skills.

(5) "Department" means the Wisconsin Department of Public Instruction.

(6) "General educational development test" means the test developed by the American council on education and administered in Wisconsin at testing sites approved by the state superintendent and the American council on education.

(7) "High school credit" means the credit given for successful completion of a school term of study in one course in the high school grades that meets daily for a normal class period or the equivalent in time, or a high school level correspondence course, or a high school level course offered in a VTAE district or college or university program.

(8) "High school diploma" means the diploma granted by a public or private high school to a person who has successfully completed the program of study required by the public school board or private high school

(9) "High school equivalency diploma" means the diploma granted by the state superintendent under s. 115.29 (4), Stats., and this chapter.

(10) "Postsecondary credit" means the credit given for successful completion of a course in a college, university, or VTAE district which meets requirements for the institution's postsecondary certificate, diploma, or associate, bachelors' or advanced degree.

(11) "State superintendent" means the Wisconsin state superintendent of public instruction.

(12) "VTAE district" means a vocational, technical and adult education district established under s. 38.02, Stats.

History: Cr. Register, February, 1988, No. 386, eff. 7-1-88.

PI 5.03 Eligibility. No person may be granted a high school equivalency diploma or certificate of general educational development unless that person verifies in writing that he or she:

(1) Is a resident of Wisconsin for voting purposes, or has lived in Wisconsin for at least 10 days, or is a migrant worker, as defined in s. 103.90 (5) (a), Stats., or is the child of a migrant worker.

(2) Is at least 18 years and 6 months of age, or that the class with which the person entered grade 9 has graduated from high school.

(3) Has not graduated from high school and is not enrolled in any public or private high school.

(4) Has completed a counseling session or sessions provided by a high school, VTAE district, community-based organization, college, university, psychologist licensed by the department or the department of regulation and licensing, or a school counselor licensed by the department. The sessions shall include all of the following:

(a) Assessment of the person's reading level and career interests and aptitudes.

(b) Discussion of the options available to the individual regarding completion of high school, the high school equivalency diploma, and the certificate of general educational development, and the requirements, expectations, benefits, and limitations of each option.

(c) Development of a plan for completion of one of the options discussed, and subsequent activities necessary to work toward an identified goal, career, or occupation.

History: Cr. Register, February, 1988, No. 386, eff. 7-1-88.

PI 5.04 Certificate of general educational development.

(1) The state superintendent shall grant a certificate of general educational development to a person who meets the requirements under s. PI 5.03 and completes the general educational development test with a passing score on each subtest and a passing aggregate score as determined by the state superintendent.

(2) (a) Except as provided under par. (b), no person may take the general educational development test unless the person is at least 18 years and 6 months of age or the class with which the person entered grade 9 has graduated from high school.

(b) The state superintendent may permit a person who meets the requirements under s. PI 5.03 (1), (3) and (4) and who is at least 17 years of age to take the general educational development test if one of the following applies:

1. The person is or has been incarcerated in a correctional institution and has the written recommendation of the person responsible for the educational program in the correctional institution; or

2. The person is enrolled in a federal job corps center program and has the written recommendation to take the general educational development test from the person responsible for the educational program in the job corps center. After July 1, 1992, no person may take the GED test under this subdivision unless the program at the job corps center has been approved under s. PI 5.09; or

(3) The person provides written verification that he or she was excused from attending school under s. 118.15 (1) (c), Stats., is enrolled in a program approved under s. PI 5.09, and has written permission to take the test from his or her parent or legal guardian.

(c) A person who takes the test under par. (b) may not be granted the certificate of general educational development until he or she is eligible under s. PI 5.03 (2).

History: Cr. Register, February, 1988, No. 386, eff. 7-1-88; emerg. cr. 1. a., eff. 4-18-89; r. and recr. (2) (b) 2., Register, October, 1989, No. 406, eff. 11-1-89.

PI 5.05 High school equivalency diploma based on passing of the general educational development test with additional requirements in citizenship, health, career awareness, and employability skills. The state superintendent shall grant a high school equivalency diploma to a person who meets the requirements of s. PI 5.03 and all of the following:

(1) Has completed the general educational development test with a passing score on each subtest and a passing aggregate score as determined by the state superintendent.

(2) (a) Has successfully completed 0.5 high school credit in health under s. 118.33 (1) (a), Stats.; or

(b) Has successfully completed a course in health approved by the state superintendent. A course may be approved if it is taught by a person who is licensed by the department or the state VTAE board to teach health or health occupations, and if it includes at least 30 hours of instruction in mental and emotional, personal, family, community, and environmental health; or

(c) Has received a passing score on a test in health administered by the state superintendent.

(3) (a) Has successfully completed three high school credits in social studies under s. 118.33, (1) (a), Stats.; or

(b) Has successfully completed a course in citizenship approved by the state superintendent. A course may be approved if it is taught by a person who is licensed by the department or the state VTAE board to teach social studies and if it includes at least 30 hours of instruction in the forms, funding, and function of local, state, and national government; principles of constitutional govern-

ment; federalism; basic rights and responsibilities of citizenship, including ways to participate in the political process; and influence of government on the economy; or

(c) Has received a passing score on a test in citizenship administered by the state superintendent.

(4) Has attained employability skills, including skills in job seeking, applying for work, retaining a job, and self-development and awareness skills. The applicant shall provide written verification of attainment of these skills from a high school, VTAE district, community-based organization, college, university, psychologist licensed by the department or by the department of regulation and licensing, or a school counselor licensed by the department. This requirement shall be waived for a person who is 55 years of age or older at his or her written request.

(5) Has completed instruction in career awareness, including instruction in setting short-term and long-term career goals. The applicant shall provide written verification of completion of the instruction from a high school, VTAE district, community-based organization, college, university, or psychologist licensed by the department or by the department of regulation and licensing, or a school counselor licensed by the department. This requirement shall be waived for a person who is 55 years of age or older at his or her written request.

History: Cr. Register, February, 1988, No. 386, eff. 7-1-88.

PI 5.06 High school equivalency diploma based on attainment of high school credits.

(1) The state superintendent shall grant a high school equivalency diploma to a person who meets the requirements of s. PI 5.03 and has completed at least 22 high school credits, including at least four in English or communications; three in social studies, including citizenship; two in mathematics; two in science; and 0.5 in health.

(2) Postsecondary credits shall be accepted by the state superintendent in meeting the requirements under sub. (1). A postsecondary course which grants three semester credits or four quarter credits is equivalent to one high school credit.

(3) The applicant shall provide certified transcripts from public or private high schools, VTAE districts, colleges, or universities to document completion of the credits.

Note: Persons who meet the requirements of this section may be eligible for a high school diploma and should contact their school district of residence to determine if they meet the school board requirements for the school district high school diploma.

History: Cr. Register, February, 1988, No. 386, eff. 7-1-88.

PI 5.07 High school equivalency diploma based on postsecondary education. The state superintendent shall grant a high school equivalency diploma to a person who meets the requirements of s. PI 5.03 and has earned at least 24 postsecondary semester credits or 32 postsecondary quarter credits, including credit in each subject in which the person did not complete the high school credits required under s. 118.33 (1) (a), Stats., except physical education. Only postsecondary credit may be counted in meeting the credits required under this section. The applicant shall provide certified transcripts from a public or private high school to document completion of requirements of s. 118.33 (1) (a), Stats.; and from colleges, universities, or VTAE districts to document completion of the postsecondary credits.

History: Cr. Register, February, 1988, No. 386, eff. 7-1-88.

PI 5.08 High school equivalency diploma based on a foreign diploma or degree. The state superintendent shall grant a high school equivalency diploma to a person who meets the requirements of s. PI 5.03 and all of the following:

(1) Presents a high school diploma or the equivalent or a degree from an institution of higher learning earned in another country and a certified transcript attesting to the completion of the program of study required for the diploma or degree. If the transcript is not in English, the applicant shall also provide a certified translation.

(2) Is a United States citizen or meets both of the following requirements:

(a) Documents that he or she is able to speak, read, and write words in ordinary usage in the English language as required for United States citizenship under 8 USC 1423.

(b) Has successfully completed a course in citizenship approved by the state superintendent; has received a passing score on a test in citizenship administered by the state superintendent; or documents that he or she has satisfied the requirement for knowledge of United States history and forms of government required for United States citizenship under 8 USC 1423.

History: Cr. Register, February, 1988, No. 386, eff. 7-1-88.

PI 5.09 High school equivalency diploma based on completion of a program approved by the state superintendent.

(1) A VTAE district, college, university, or community-based organization or a federal job corps center may submit a plan to the state superintendent requesting approval of a program for determining high school equivalency. The program shall be designed to determine whether a person has attained the knowledge and skills generally associated with graduation from high school, including employability skills, career awareness, citizenship, and each of the subject areas under s. 118.33 (1) (a), Stats., except physical education. The plan shall include all of the following:

(a) A description of any courses, training, and counseling which will be included in the proposed program, including the number of hours of instructional time, if any; and a description of the methods of evaluation or assessment that will be used to determine the person's knowledge and skills.

(b) The qualifications of the professional staff members who will be involved in the program.

(c) A description of any groups, such as older adults, minorities, displaced homemakers, or displaced workers, which might be effectively served by the proposed program, and a description of how the program will meet the special needs of these groups.

(d) A plan for evaluating the proposed program to determine its effectiveness in assessing high school equivalency.

(2) (a) The state superintendent may approve the program for an initial period of time, not to exceed one year. At the end of the initial approval period, if the state superintendent determines that the program has successfully measured attainment of high school equivalency, as described in sub. (1) (intro.), he or she may grant continuing approval, subject to annual reviews. The state superintendent may withdraw approval of a program at any time, if the program does not meet all of the requirements of this section and of the approved plan.

(b) The state superintendent shall approve or disapprove the application in writing. If the application is not approved, the reasons for disapproval shall be specified in the written disapproval. An agency under sub. (1) which has been denied approval may, within 30 days of receipt of the written disapproval:

1. Resubmit the application with additional information or modifications in the proposed program, or,

2. Request, in writing, a review of the disapproval and an opportunity to meet with the department concerning the reasons for disapproval. If a request is made under this subdivision, the department shall grant the request and shall issue a final decision in writing following the review and any requested meeting.

(3) The state superintendent shall grant a high school equivalency diploma to a person who meets the requirements of s. PI 5.03 and provides written verification that he or she has satisfactorily completed an approved program under this section.

Note: The department will maintain a listing of general educational development testing sites and of programs which meet the requirements of this chapter. The list may be obtained at no charge by writing to the Department of Public Instruction, Division for Instructional Services, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841.

History: Cr. Register, February, 1988, No. 386, eff. 7-1-88 am. (1) (intro.), Register, October, 1989, No. 406, eff. 11-1-89.

Chapter PI 18

HIGH SCHOOL GRADUATION STANDARDS

PI 18.01 Purpose and applicability
PI 18.02 Definitions
PI 18.03 High school graduation standards
PI 18.04 Accommodations for pupils with exceptional educational interests, needs, or requirements
PI 18.05 Submission of high school graduation standards policies

PI 18.01 Purpose and applicability. The purpose of this chapter is to establish course requirements to meet the graduation standards outlined in s. 118.33, Stats., including accommodations for pupils with exceptional educational interests, needs, or requirements; to establish procedures by which boards will submit reports describing the boards' policies on high school graduation standards to the department; and to establish procedures by which those policies are certified by the board and reviewed by the state superintendent, and by which equivalent policies are approved by the state superintendent.

History: Cr. Register, January, 1985, No. 349, eff. 2-1-85.

PI 18.02 Definitions. In this chapter:

(1) "Board" means the school board or board of education in charge of the schools in a school district.

(2) "Course" means study which has the fundamental purpose of developing the knowledge, concepts, and skills in a subject.

(3) "Credit" means the credit given for successful completion of a school term of study in one course in the high school grades that meets daily for a normal class period or the equivalent established by the board.

(4) "Department" means the Department of Public Instruction.

(5) "Equivalent graduation policy" means a board policy which meets the credit requirements specified for each subject area, but which permits selected equivalent courses as long as such courses contain the time allotment and substantially the same objectives to develop the knowledge, concepts, and skills of the course for which an equivalent is proposed.

(6) "High school diploma" means a document granted by the board to a pupil upon successful completion of a high school program meeting the requirements outlined in this chapter and those requirements established by the board.

(7) "High school grades" means grades 9 through 12.

(7m) "Open campus" means a policy of allowing a pupil to leave the school premises during any class period solely because the pupil is not enrolled in a class during that class period.

(8) "Pupils with exceptional educational interests, needs, or requirements" includes children with exceptional educational needs as defined under s. 115.76 (3), Stats., gifted and talented children as determined by the board, limited-English speaking pupils as defined under s. 115.955, Stats., transfer pupils, pupils as provided in s. 118.15 (1) (d), Stats., and other pupils with unusual circumstances as established by local school board policy.

(9) "State superintendent" means the superintendent of public instruction for the state of Wisconsin.

(10) "Transfer pupils" means those pupils transferring during the high school grades from a private school as defined under s. 115.01 (1g), Stats., from a home-based private educational program as defined under s. 115.01 (1r), Stats., or from an out-of-state school.

(11) "Work release" means permitting pupils to leave the school premises solely for employment.

History: Cr. Register, January, 1985, No. 349, eff. 2-1-85; cr. (7m) and 11), am. (8), Register, July, 1987, No. 379, eff. 8-1-87.

PI 18.03 High school graduation standards.

(1) COURSE REQUIREMENTS. Beginning September 1, 1988, a board may not grant a high school diploma to any pupil unless the pupil has:

(a) Earned a minimum of 12.5 credits in grades 9 to 12 as follows:

1. Four credits of English which incorporate instruction in written communication, oral communication, grammar, and usage of the English language, and literature.

2. Three credits of social studies which incorporate instruction in state and local government.

3. Two credits of mathematics which incorporate instruction in the properties, processes, and symbols of arithmetic and elements of algebra, geometry, and statistics.

4. Two credits of science which incorporate instruction in the biological sciences and physical sciences.

5. One and one-half credits of physical education which incorporate instruction in the effects of exercise on the human body, health-related physical fitness, and activities for lifetime use.

(b) Earned, in grades 7 to 12, at least one-half credit of health education which incorporates instruction in personal, family, community, and environmental health.

(2) ADDITIONAL CREDITS. In addition to the minimum course requirements outlined in sub. (1), the state superintendent encourages boards to require a minimum of eight and one-half additional credits in vocational education, foreign languages, fine arts, and other courses.

History: Cr. Register, January, 1985, No. 349, eff. 2-1-85; am. (1) (intro.), r. (1) (e), renum. (1) (a) to (d), (f) and (g) to be (1) (a) 1. to 5. and (b) and am. (b), Register, July, 1986, No. 367, eff. 8-1-86.

PI 18.04 Accommodations for pupils with exceptional educational interests, needs, or requirements. Education programs for high school graduation may be provided to accommodate pupils with exceptional educational interests, needs, or requirements.

(1) Education programs to accommodate pupils with exceptional educational interests, needs, or requirements;

(a) State the specific nature of the exceptional educational interests, needs, or requirements;

(b) State how the proposed program will respond to the exceptional educational interests, needs, or requirements;

(c) State how the education program will address each of the requirements in s. 118.33, Stats. and s. PI 18.03 (1).

(2) Placement in a program under s. 115.85, Stats., meets the requirements in s. PI 18.04 (1).

(3) Programs to accommodate pupils with exceptional educational interests, needs, or requirements other than those under s. 115.85, Stats., shall be approved by the state superintendent.

(4) Successful completion of an education program under sub. (1) or (2) may result in issuance of a diploma.

History: Cr. Register, January, 1985, No. 349, eff. 2-1-85.

PI 18.05 Submission of high school graduation standards policies.

(1) By September 1, 1986, each board operating a high school shall submit to the state superintendent, on forms provided by the department, a report describing the board's high school graduation policies governing diplomas which shall be granted subsequent to September 1, 1988. Such policies shall include:

(a) The courses the board has approved as meeting the course requirements outlined in s. PI 18.03 (1) including the course descriptions.

(b) The number of clock hours of instruction required to earn one credit in the courses the board has approved as meeting the course requirements outlined in s. PI 18.03 (1).

(c) The education programs for pupils with exceptional educational interests, needs, or requirements.

(d) The activities approved by the board under s. 118.33 (1) (b), Stats. Open campus and work release may not be approved if the employment is part of or related to the pupil's instructional program; or if the employment is approved as an accommodation for a pupil with exceptional educational interests, needs, or requirements under s. PI 18.04.

Note: Form PI 1803, High School Graduation Standards Compliance Review, may be obtained at no charge from Department of Public Instruction, Division for Instructional Service, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707.

(2) The board shall notify the state superintendent whenever changes are made in its high school graduation policy.

(3) The board shall certify to the state superintendent that its high school graduation policy is in compliance with the requirements under s. 118.33 (1), Stats., and this chapter; or the board shall request approval of its high school graduation policy under sub. (5) as equivalent to the requirements under s. 118.33 (1), Stats.

(4) The state superintendent may periodically review the boards' high school graduation policies and shall notify any board not in compliance with the requirements in s. 118.33 (1), Stats., and this chapter. The state superintendent shall identify the changes necessary to achieve compliance.

(5) The state superintendent shall approve any board's high school graduation policy that is equivalent to the requirements under s. 118.33 (1), Stats.

History: Cr. Register, January, 1985, No. 349, eff. 2-1-85; am. (1) (intro.), Register, July, 1986, No. 367, eff. 8-1-86; am. (1) (d), Register, July, 1987, No. 379, eff. 8-1-87.

Wisconsin Compulsory School Attendance

118.15 Compulsory school attendance. (1)

(a) Except as provided under pars. (b) to (d) and sub. (4), unless the child is excused under sub. (3) or has graduated from high school, any person having under control a child who is between the ages of six and 18 years shall cause the child to attend school regularly during the full period and hours, religious holidays excepted, that the public or private school in which the child should be enrolled is in session until the end of the school term, quarter or semester of the school year in which the child becomes 18 years of age.

(b) Upon the child's request of the school board and with the written approval of the child's parent or guardian, any child who is 16 years of age or over may attend, in lieu of high school or on a part-time basis, a vocational, technical and adult education school. Where such a request is made and approved by the school board, the district board of the vocational, technical and adult education district in which the child resides must admit the child and must enter into the contract specified in

sub. (2). Every district board must offer day class programs satisfactory to meet the requirements of this paragraph and sub. (2) as a condition to the receipt of any state aid.

(c) 1. Upon the child's request and with the written approval of the child's parent or guardian, any child who is 16 years of age may be excused by the school board from regular school attendance if the child and his or her parent or guardian agree, in writing, that the child will participate in a program or curriculum modification under par. (b) or (d) leading to the child's high school graduation.

2. Upon the child's request and with the written approval of the child's parent or guardian, any child who is 17 years of age or over may be excused by the school board from regular school attendance if the child and his or her parent or guardian agree, in writing, that the child will participate in a program or curriculum modification under par. (b) or (d) leading to the child's high school graduation or leading to a high school equivalency diploma under s. 115.29 (4).

3. Prior to a child's admission to a program leading to the child's high school graduation or a high school equivalency program, the child, his or her parent or guardian, the school board and a representative of the high school board and a representative of the high school equivalency program or program leading to the child's high school graduation shall enter into a written agreement. The written agreement shall state the services to be provided, the time period needed to complete the high school equivalency program or program leading to the child's high school graduation and how the performance of the pupil will be monitored. The agreement shall be monitored by the school board on a regular basis, but in no case shall the agreement be monitored less frequently than once per semester. If the school board determines that a child is not complying with the agreement, the school board shall notify the child, his or her parent or guardian, and the high school equivalency program or program leading to the child's high school graduation that the agreement may be modified or suspended in 30 days.

(d) Any child's parent or guardian, or the child if the parent or guardian is notified, may request the school board to provide the child with program or curriculum modifications including but not limited to:

1. Modifications within the child's current academic program.

2. A school work training or work study program.

3. Enrollment in any alternative public school or program located in the school district in which the child resides.

4. Enrollment in any nonsectarian private school or program, located in the school district in which the child resides, which complies with the requirements of 42 USC 2000d. Enrollment of a child under this subdivision shall be pursuant to a contractual agreement which provides for the payment of the child's tuition by the school district.

5. Home-bound study, including nonsectarian correspondence courses or other courses of study approved by the school board or nonsectarian tutoring provided by the school in which the child is enrolled.

6. Enrollment in any public educational program located outside the school district in which the child resides. Enrollment of a child under this subdivision may be pursuant to a contractual agreement between school districts.

(e) Any decision made by a school board or a designee of the school board in response to a request for program or curriculum modifications under par. (d) shall be reviewed by the school board upon request of the child's parent or guardian. The school board shall render its determination upon review in writing, if the child's parent or guardian so requests.

(2) (a) If the determination is made under sub. (1) (b) for a child to attend a vocational, technical and adult education school, the district board governing the vocational, technical, and adult education school shall establish appropriate vocational and technical courses in accordance with par. (b) 1 and the school board of the district and the district board governing the vocational, technical, and adult education school shall enter into a contract for such attendance.

(b) The contract shall set forth:

1. The courses at the vocational, technical, and adult education school which are approved by the state superintendent as being courses for which credit will be given to meet high school graduation requirements.

2. The amount per student class hour of instruction, not including any debt retirement cost, which the school board shall pay to the district board of the vocational, technical and adult education school for pupils attending such school. If either board sends written notice to the state superintendent or the director of the board of vocational, technical and adult education that the boards are unable to reach an agreement on the amount to be paid, the state superintendent and the director shall determine the amount within 15 days of receipt of such notice.

(c) Pupils attending a vocational, technical, and adult education school under this subsection may receive general education subjects at the vocational, technical, and adult education school and shall be counted as pupils enrolled in the high school for all purposes including computing state aid for the school district and contractual payments therefore by the school district shall be deemed costs of operation and maintenance. No state aid may be paid to the vocational, technical, and adult education district for pupils attending the vocational, technical, and adult education school under this subsection.

(d) Transportation, or board and lodging under s. 121.57 (1) (a), for pupils attending a vocational, technical, and adult education school under this subsection shall be provided by the school district, and state aids shall be paid therefore, on the same basis as in transportation for pupils attending high school.

(3) This section does not apply to:

(a) Any child who is excused by the school board because the child is temporarily not in proper physical or mental condition to attend school or an educational program under s. 115.85 (2), but who can be expected to return to school or the program upon termination or abatement of the illness or condition. The school attendance officer may request the parent or guardian of the child to obtain a written statement from a licensed physician, dentist, chiropractor, optometrist, psychologist, or Christian Science practitioner living and residing in this state, who is listed in the Christian Science Journal, as sufficient proof of the physical or mental condition of the child. An excuse under this paragraph shall be in writing and shall state the time period for which it is valid, not to exceed 30 days.

(b) Any child excused by the school board in accordance with the school board's written attendance policy under s. 118.16 (4) and with the written approval of the child's parent or guardian. The child's truancy, discipline, school achievement problems or exceptional educational needs as described in s. 115.76 (3) may not be used as the reason for an excuse under this paragraph. The excuse shall be in writing and shall state the time period for which it is effective, not to extend beyond the end of the current school year.

(4) Instruction in a home-based private educational program that meets all of the criteria under s. 118.165 (1) may be substituted for attendance at a public or private school.

(4m) No school board, school board member, multidisciplinary team under s. 115.80, or person employed by a school board or cooperative educational service agency may in any manner compel a pregnant girl to withdraw from her regular education program.

(5) (a) Except as provided under par. (b) or if a person has been found guilty of a misdemeanor under s. 947.16, whoever violates this section may be fined not more than $500 or imprisoned not more than 30 days or both after evidence has been provided by the school attendance officer that the activities under s. 118.16 (5) have been completed. In a prosecution under this paragraph, if the defendant proves that he or she is unable to comply with the law because of the disobedience of the child, the action shall be dismissed and the child shall be referred to the court assigned to exercise jurisdiction under ch. 48.

(b) Paragraph (a) does not apply to a person who has under his or her control a child who has been sanctioned under s. 49.50 (7) (h).

Section note: Chs. 221, 298, 300, 355, Laws of 1979; Ch. 30, Laws of 1981; 1983 Act 512; 1985 Act 29; 1987 Acts 36, 285, 399.

Wisconsin School Attendance Enforcement (Truancy Prevention Procedures)

118.16 School attendance enforcement.

(1) In this section:

(a) "Habitual truant" means a pupil who is absent from school without an acceptable excuse under sub. (4) and s. 118.15 for either of the following:

1. Part or all of five or more days out of ten consecutive days on which school is held during school semester.

2. Part or all of ten or more days on which school is held during a school semester.

(b) "School attendance officer" means an employee designated by the school board to deal with matters relating to school attendance and truancy.

(c) "Truancy" means any absence of part or all of one or more days from school during which the school attendance officer, principal, or teacher has not been notified of the legal cause of such absence by the parent or guardian of the absent pupil, and also means intermittent attendance carried on for the purpose of defeating the intent of s. 118.15.

(2) The school attendance officer:

(a) Shall determine daily which pupils enrolled in the school district are absent from school and whether that absence is excused under s. 118.15.

(b) Annually, on or before August 1, shall determine how many pupils enrolled in the school district were absent in the previous year and whether the absences were excused under s. 118.15 and shall notify the state superintendent of the determination.

(c) Except as provided under pars. (cg) and (cr), shall notify the parent or guardian of a child who has been truant of the child's truancy and direct the parent or guardian to return the child to school no later than the next day on which school is in session or to provide an excuse under s. 118.15. The notice under this paragraph shall be given before the end of the second school day after receiving a report of an unexcused absence. The notice may be made by personal contact, mail or telephone call of which a written record is kept, except that notice by personal contact or telephone call shall be attempted before notice by mail may be given.

(cg) Shall notify the parent or guardian of a child who is a habitual truant, by registered or certified mail, when the child initially becomes a habitual truant. The notice shall include all of the following:

1. A statement of the parent's or guardian's responsibility, under s. 118.15 (1) (a), to cause the child to attend school regularly.

2. A statement that the parent, guardian, or child may request program or curriculum modifications for the child under s. 118.15 (1) (d) and that the child may be eligible for enrollment in a program for children at risk under s. 118.153 (3).

3. A request that the parent or guardian meet with appropriate school personnel to discuss the child's truancy. The notice shall include the name of the school personnel with whom the parent or guardian should meet, a date, time, and place for the meeting and the name, address, and telephone number of a person to contact to arrange a different date, time, or place.

4. A statement of the penalties, under s. 118.15 (5), that may be imposed on the parent or guardian if he or she fails to cause the child to attend school regularly as required under s. 118.15 (1) (a).

(cr) After the notice required under par. (cg) has been given, shall notify the parent or guardian of a habitual truant of the habitual truant's unexcused absences as provided in the plan under s. 118.162 (4) (a). After the notice required under par. (cg) has been given, par. (c) does not apply.

(d) May visit any place of employment in the school district to ascertain whether any minors are employed there contrary to law. The officer shall require that school certificates and lists of minors who are employed there to be produced for inspection, and shall report all cases of illegal employment to the proper school authorities and to the department of industry, labor and human relations.

(e) Shall have access to information regarding the attendance of any child between the ages of six and 18 who is a resident of the school district or who claims or is claimed to be in attendance at a private school located in the school district.

(3) All private schools shall keep a record containing the information required under ss. 115.30 (2) and 120.18. The record shall be open to the inspection of school attendance officers at all reasonable times. When called upon by any school attendance officer, the school shall furnish, on blanks supplied by the school attendance officer, such information in regard to any child between the ages of 6 and 18 who is a resident of the school district or who claims or is claimed to be in attendance at the school.

(4) (a) The school board shall establish a written attendance policy specifying the reasons for which pupils may be permitted to be absent from a public school under s. 118.15 and shall require the teachers employed in the school district to submit to the school attendance officer daily attendance reports on all pupils under their charge.

(b) No public school may deny a pupil credit in a course or subject solely because of the pupil's unexcused absences from school. The attendance policy under par. (a) shall specify the conditions under which a pupil may be permitted to take examinations missed during absences.

(c) The school board may establish policies which provide that as a consequence of a pupil's truancy the pupil may be assigned to detention or to a supervised, directed study program. The program need not be held during the regular school day. The policies under this paragraph shall specify the conditions under which credit may be given for work completed during the period of detention or assignment to a supervised, directed study program. A pupil shall be permitted to take any examinations missed during a period of assignment to a supervised, directed study program.

(d) The school board shall provide each pupil enrolled in the public schools in the district with a copy of the policies established under this subsection and shall file a copy of the policies in each school in the district. In addition, the school board shall make copies available upon request.

(5) Prior to any proceeding being brought against a child under s. 48.13 (6) or against the child's parent or guardian under s. 118.15, the school attendance officer shall provide evidence that appropriate school personnel in the school or school district in which the child is enrolled have, within the school year during which the truancy occurred:

(a) Met with the child's parent or guardian to discuss the child's truancy or have attempted to meet with the child to determine whether a change in the child's curriculum would resolve the child's truancy and have considered curriculum modifications under s. 118.15 (1) (d).

(c) Evaluated the child to determine whether learning problems may be a cause of the child's truancy and, if so, have taken steps to overcome the learning problems.

(d) Conducted an evaluation to determine whether social problems may be a cause of the child's truancy and, if so, have taken appropriate action or made appropriate referrals.

(6) Following receipt of evidence that activities under sub. (5) have been completed, the school attendance officer may file information on any child who continues to be truant with the court assigned to exercise jurisdiction under ch. 48 in accordance with s. 48.24. Filing information on a

child under this subsection does not preclude concurrent prosecution of the child's parent or guardian under s. 118.15 (5).

(7) Any school district administrator, principal, teacher or school attendance officer who violates this section shall forfeit not less than $5 nor more than $25.

Section note: Chs. 221, 298, Laws of 1979: 1985 Act 221; 1987 Acts 285, 285 s. 35

118.162 Truancy committee and plan.

(1) On July 1, 1988, in each county, the superintendent of the school district which contains the county seat designated under s. 59.11, or his or her designee, shall convene a committee under this section. At its first meeting, the committee shall elect a chairperson, vice chairperson, and secretary. Not later than February 1, 1989, the committee shall make recommendations to the school boards of all of the school districts in the county on the items to be included in the districts' truancy plans under sub. (4). The committee shall consist of the following members:

(a) A representative from each school district in the county, designated by the school board of the school district that he or she represents, who may be a school board member, school administrator, teacher, pupil services professional, or parent of a child enrolled in the school district. If the territory of a school district lies in more than one county, the school district shall have a representative on the committee for the county in which the largest portion of the school district's equalized valuation is located.

(b) A representative of the office of the district attorney, designated by the district attorney.

(c) A representative of the sheriff's department, designated by the sheriff.

(d) A representative of the local law enforcement agency, other than the sheriff's department, with jurisdiction over the county seat, designated by the chief administrative officer of the law enforcement agency.

(e) A representative of the circuit court for the county, designated by the chief judge of the judicial administrative district.

(f) A representative of the county department of social services under s. 46.22, designated by the county social services director, or, if the duties of the department under s. 46.22 have been transferred to a department under s. 46.23, a representative of the county department of human services under s. 46.23, designated by the county human services director.

(g) A representative of the juvenile court intake unit, designated by the county social services director, or, if the duties of the department under s. 46.22 have been transferred to a department under s. 46.23, designated by the county human services director, or designated by the chief judge of the judicial administrative district.

(h) If a county department of human services has not been established under s. 46.23, a representative of a county department established under s. 51.42 or 51.437, designated by the director of the department established under s. 51.42 or 51.437.

(i) Any other member as determined by the committee.

(2) In developing its recommendations:

(a) The committee shall consult with public and private social services agencies and educational and other agencies that serve residents of the school district and with the business community, as appropriate.

(b) The district attorney representative on the committee shall participate in developing the portions of the plan under sub. (4) (e).

(3) The committee shall write a report to accompany the recommendations under sub. (1). The report shall include all of the following:

(a) A description of the factors that contribute to truancy in the county.

(b) Identification and description of any state statutes, municipal ordinances, or school or social services policies that contribute to or inhibit the response to truancy in the county.

(c) Recommendations for legislation and school or social services policies that the committee believes should be enacted or developed to assist in dealing with truancy.

(4) Not later than September 1, 1989, each school board shall adopt a truancy plan which shall include all of the following:

(a) Procedures to be followed for notifying the parents or guardians of the unexcused absences of habitual truants under s. 118.16 (2) (cr) and for meeting and conferring with such parents or guardians.

(b) Plans and procedures for identifying truant children of all ages and returning them to school, including the identity of school personnel to whom a truant child shall be returned.

(c) Methods to increase and maintain public awareness of and involvement in responding to truancy within the school district.

(d) The immediate response to be made by school personnel when a truant child is returned to school.

(e) The types of truancy cases to be referred to the district attorney for the filing of information under s. 48.24 or prosecution under s. 118.15 (5) and the time periods within which the district attorney will respond to and take action on the referrals.

(f) Plans and procedures to coordinate the responses to the problems of habitual truants, as defined under s. 118.16 (1) (a), with public and private social services agencies.

(g) Methods to involve the truant child's parent or guardian in dealing with and solving the child's truancy problem.

(5) In adopting a truancy plan under sub. (4), each school board shall:

(a) Develop a written description of the factors that contribute to truancy in the school district.

(b) Identify and prepare a written description of any state statutes, municipal ordinances, or school or social services policies that contribute to or inhibit the response to truancy in the school district.

(c) Make recommendations to the appropriate state and local agencies and governing bodies for legislation and school or social services policies that the school board believes should be enacted or developed to assist in dealing with truancy.

Section note: 1987 Acts 285, 285 s. 35

118.163 Municipal truancy ordinances. (1) In this section, "habitual truant" means a pupil who is absent from school without an acceptable excuse under s. 118.15 for either of the following:

(a) Part or all of five or more days out of ten consecutive days on which school is held during a school semester.

(b) Part or all of ten or more days on which school is held during a school semester.

(2) A county, city, village, or town may enact an ordinance prohibiting a child from being a habitual truant. The ordinance shall provide which of the following dispositions are available to the court:

(a) Suspension of the child's operating privilege, as defined in s. 340.01 (40), for not less than 30 days nor more than 90 days. The court shall immediately take possession of any suspended license and forward it to the department of transportation together with a notice stating the reason for and the duration of the suspension.

(b) An order for the child to participate in counseling, community service, or a supervised work program as provided under s. 48.34 (9).

(c) An order for the child to remain at home except during hours in which the child is attending travel time required to get to and from the school program or place of worship. The order may permit a child to leave his or her home if the child is accompanied by a parent or guardian.

(d) An order for the child to attend an educational program under s. 48.34 (12).
Section note: 1987 Acts 285, 285 s. 35.

Questions Regarding Compulsory School Attendance Under s. 118.15, Wis. Stats.

A. Basic Compulsory Attendance Requirements

1. What are the compulsory attendance requirements school districts are required to enforce?

Under s. 118.15 (1) (a), Wis. Stats., any person having control over a child between the ages of six and 18 is required to cause the child to attend a public or private school regularly for the full period and hours school is held.

2. Are there any exceptions to the compulsory attendance requirement?

Yes. Temporary absences from school attendance for physical or emotional health reasons, excuses approved in accordance with the school board's written attendance policy and with the written approval of the child's parent or guardian, and instruction in a home-based private educational program are excepted from the requirement.

3. Are emancipated minors exempted from the compulsory attendance requirements.

No The emancipated minor may, however, make decisions about participation in educational programs without the consent of a parent.

B. Dropout Status And Reporting

1. Do changes to the compulsory school attendance law, which no longer permit school districts to excuse pupils who are 16 or over from school attendance, eliminate the dropout?

No. A student who is age 18 or over who leaves school without graduating is a dropout. Although students who are under age 18 may no longer be excused from school attendance, for statistical reporting purposes any student regardless of age who leaves school without graduating and who does not return the following school year is counted as a dropout. (Form PI-1204, the Dropout Report, includes instructions on which students are to be counted as dropouts.)

2. Do revisions to the compulsory attendance law change school officials' response to those students who wish to drop out from regular school attendance?

Yes. Students may no longer drop out of school before age 18. The school board *may* allow a student 16 years of age or older to pursue a high school diploma under the following options:

- attend a VTAE full- or part-time
- attend a private nonsectarian high school within the district
- attend any alternative public school or program located in the resident school district
- attend a school work training or work study program
- Attend the resident public school with modifications to the current academic program
- Attend a public educational program outside of the school district

The school board may also allow a student 17 years of age or older to participate in a program leading to the child's high school graduation or leading to a high school equivalency diploma.

C. Responding to Student Requests to be Excused.

1. Is a school board required to excuse a pupil from regular school attendance if the pupil requests and the parent approves?

No, a school board is not required to grant the request. It provides the board an option if there is agreement to attend an alternative program.

2. Is a school board required to provide any program or course under this section which the pupil requests?

No. A parent and pupil may request to attend a VTAE school in lieu of high school, but the school board is not required to approve the request. A parent and pupil may request curriculum modifications, but the school board is not required to approve the request.

D. VTAE Programs

1. Must the VTAE district develop courses upon the request of a school district to serve pupils excused from regular school attendance under s. 118.15 (1) (c), Wis. Stats.?

Yes. If a school board approves a pupil's attendance at a VTAE school, the VTAE is required to enroll the pupil and to enter into a contract. The VTAE must offer day class programs satisfactory to meet the requirements of s. 118.15 (1) (b) and (2), Wis. Stats., in order to receive state aid. For pupils enrolling in the VTAE under these statutes, the district VTAE board must establish appropriate vocational and technical courses. The school district must pay the costs of these courses. Pupils attending a VTAE school may also receive general education subjects.

2. Must a school district submit each course offered by a VTAE as an accommodation under s. PI 18.04, Wis. Adm. Code?

If the school district determines that a VTAE course meets the high school graduation requirement in a specific subject, the school district may include the course on the High School Graduation Compliance Form as a course meeting the specific standard, and need not have the course approved as an accommodation for a pupil with exceptional educational interests, needs, and requirements. However, if it is determined that the course does not meet the standard, but is substantially equivalent to a course meeting the standard, or is part of a program developed to accommodate a pupil or pupils' exceptional educational interest, need, or requirement, the course must be approved by the Department under the above rule.

3. What can VTAEs charge school districts for instructional costs of 16- and 17-year-old students attending a VTAE school under s. 118.15 (1) (b) and (c), Wis. Stats.?

VTAEs may charge school districts only for those costs relating to instruction, as provided in the Stats. The charges will include:

- the instruction function,
- the instruction resources function,
- the student services function, and

- the physical plan function (operation and maintenance).

The costs will be determined on a per pupil basis.

E. Other Alternative Programs

1. What other types of programs or curriculum modifications can school districts use for students excused from regular school attendance under s. 118.15 (1) (c), Wis. Stats.?

School districts may use any of the programs and curriculum modifications listed in s. 118.15 (1) (d), Wis. Stats. School districts may also provide programs as provided for in 121.02 (1) and the accompanying rules PI 18.04 and 18.05 (graduation standards).

2. What does "not limited to" mean in s. 118.15 (1) (d), Wis. Stats.?

In this contest, "not limited to" means school districts have discretion whether to use any or all of the program or curriculum modifications listed in this section. The school board should ensure that the programs and services it offers will generate credit leading to a high school diploma as specified in the high school graduation standards (ch. PI 18 Wis. Adm Code), or to a high school equivalency diploma, in the case of 17-year-old students for whom this option is approved.

3. Which agencies or programs can schools contract with?

The statutes provide specific authority for schools to contract with VTAE schools, with any non-sectarian private school or program located in the school district of residence, and with any public educational program located outside the school district in which the child resides.

4. Must school districts offer alternative programs and curriculum modifications within the district?

Yes. Although school districts are not specifically required to offer alternative programs or curriculum modifications under s. 118.15 91) (b)-(d), Wis. Stats., under the school district standards at s. 121.02 (1) (n), Wis. Stats., and the children at risk law, s. 118.153 (2) (a), Wis. Stats., school districts are required to develop a plan for children at risk.

F. Graduation Requirements

1. Are 16-year-old students allowed to pursue a high school equivalency diploma under s. 118.15 (1) (c), Wis. Stats.?

No. Only 17-year-olds may pursue this option.

The age restriction of 17 years of age for participation in a program or curriculum modification leading to a high school equivalency diploma clearly supports the policy to discourage youths from dropping out of school to pursue the high school equivalency diploma unless he or she is at least 17 years old.

2. Can a 17-year-old take the GED test and earn a high school equivalency diploma?

Only persons 18 years, six months, or whose high school class has graduated, may take the GED test. There are exceptions for pupils who have been incarcerated or who are enrolled in a program leading to high school equivalency which has been approved by the state superintendent under

s. PI 5.09, Wis. Adm. Code. However, in no case may the high school equivalency diploma be granted before the person has reached the age of 18 years, six months, or until the person's high school class has graduated. A 17-year-old may enroll in a program leading to a high school equivalency diploma to prepare for taking the GED test.

3. Who grants the diplomas for students enrolled in VTAE programs?

If the student earns a high school diploma, the diploma is issued by the school board. If the student earns a high school equivalency diploma, it is issued by the state superintendent after the student's high school class has graduated, or after the student's age is 18 years, six months, whichever is sooner.

G. Licensure or Certification

1. Is licensure or certification required for teachers or providers of alternative programs or curriculum modifications under s. 118.15 (1) (d), Wis. Stats.?

Under the rules governing children at risk programs, all school board programs for children at risk operating outside of the school for which children receive academic credit must be supervised by a DPI-licensed teacher or school personnel. Other alternative programs or curriculum modifications should be supervised by a DPI-licensed professional.

2. Is licensure or certification required for VTAE staff who teach 16- or 17-year-old students under s. 118.15 (1) (b) and (c), Wis. Stats.?

Yes, VTAE staff must be licensed by the VTAE system. No additional DPI license is required to allow VTAE staff to teach courses for high school credit.

H. Transportation and Tuition

1. Who covers transportation costs for students in VTAE or alternative programs under s. 118.15, Wis. Stats.?

The school district must provide transportation or pay transportation costs for pupils attending VTAE programs under s. 118.15 (1) (b) and (c), Wis. Stats., and for other alternative educational programs under s. 118.15, Wis. Stats. Schools will be paid state aids for such transportation costs.

2. Who is responsible for paying tuition for curriculum modifications and alternative programs under this statute?

The school board is responsible for paying the tuition or contracted costs for any programs provided under s. 118.15, Wis. Stats.

3. Can a school district negotiate with a parent for partial payment of services contracted through the VTAE?

No. The statute specifies that the school board is responsible for paying instructional costs as well as for providing transportation of students attending a VTAE program. Students attending the VTAE shall be counted as pupils enrolled in high school for all purposes including computing state aid.

I. State Aid

1. Can a school district count students in VTAE or alternative education programs in membership for state aid?

Yes. Schools may include in their membership reports for state aid pupils placed in alternative programs. School boards must adopt a policy defining "full-time pupil" to include students attending alternative programs.

2. What about students whose programs are less than a full day? Is there a minimum number of hours a student must participate to constitute full membership?

Each school board must determine in a written policy what constitutes an acceptable number of hours of student participation in an alternative program to enable full membership count.

3. Can the school district continue to count 18- to 20-year-old students for state aid?

Yes. As long as the school district is providing or monitoring programs leading to the pupil's high school graduation, the school board can continue to count the pupil through age 20 for membership if he or she is enrolled on the specified pupil-count days.

J. Monitoring

1. What are the responsibilities of school districts to monitor programs and curriculum modifications, especially in the case of work experience and education for employment programs?

The school district must monitor the written agreement under s. 118.15 (1) (c) 3., Wis. Stats., on a regular basis (no less than once per semester). Since the agreement must include how the pupil's performance will be monitored, the child's attendance in the program is one aspect of performance the school must oversee.

It is also expected that the district will monitor the child's progress toward completion of the program leading to high school graduation or a high school equivalency diploma in the time period described in the written agreement. Finally, the monitoring should reasonably include whether the child is receiving the educational services to which the parties agreed.

K. Truancy Procedures

1. What should school districts do with habitual truants between now and the time each district's truancy plan goes into effect?

School districts should make practical decisions on an individual case basis consistent with the county's and the district's current implementation of the new truancy provisions (1987 Wisconsin Act 285) and compulsory school attendance laws (118.15 (1) (c)).

2. Does the county truancy committee continue to exist after it presents its recommended truancy plan to all school districts in the county?

There is no express requirement in the statutes that the truancy committee continue to function after making its recommendations on the truancy plan. It would seem logical and appropriate, how-

ever, that the committee remain intact and have ongoing responsibility to monitor the plan adopted and to make revisions as needed.

Chapter PI 19

EDUCATION FOR SCHOOL AGE PARENTS

PI 19.01 Applicability and purpose
PI 19.02 Definitions
PI 19.03 Establishment of school age parent programs
PI 19.04 Participation in school age parent programs
PI 19.05 Reimbursement

PI 19.01 Applicability and purpose. This chapter establishes program approval criteria for school age parent programs.

History: Cr. Register, September, 1986, No. 369, eff. 10-1-86.

PI 19.02 Definitions. In this chapter:

(1) "Board" means the school board in charge of the schools of a school district.

(2) "CESA" means a cooperative educational service agency under ch. 116, Stats.

(3) "Department" means the Wisconsin department of public instruction.

(4) "Parent" means mother, father, or legal guardian.

(5) "Program coordinator" means the person or persons designated by the board under s. PI 19.03 (1).

(6) "Pupil services personnel" means school psychologists, school social workers, school counselors, and nurses serving the schools

(7) "School age parent" means any person under the age of 21 who is not a high school graduate and is a parent, an expectant parent, or a person who has been pregnant within the immediately preceding 120 days. School age parent does not include any person whose parental rights have been terminated.

(8) "State superintendent" means the state superintendent of public instruction.

History: Cr. Register, September, 1986, No. 369, eff. 10-1-86.

PI 19.03 Establishment of school age parent programs. Under s. 115.92, Stats., a board may establish a program for school age parents who are residents of the school district. A program may be operated by the board or under agreement with a CESA, or under s. 66.30, Stats. The program shall meet the following requirements:

(1) The board shall designate a person or persons to coordinate the school age parent program.

(2) Each board establishing a program for school age parents shall have on file a written plan which includes a description of goals and objectives, staffing, implementation procedures, and local means of evaluating the program. The board shall ensure that the plan and program are in compliance with s. 118.13 (1), Stats., especially those provisions which prohibit discrimination on the basis of pregnancy, marital, or parental status.

(3) Annually the board, CESA, or fiscal agent for an agreement under s. 66.30, Stats., shall submit a program plan to the department for approval. The plan shall indicate the number of pupils expected to be served, personnel who will be serving the program, estimated salaries, and anticipated costs of the program. Annually following completion of the approved program, the board, CESA, or fiscal agent for an agreement under s. 66.30, Stats., shall submit a report to the department indi-

cating actual costs, the number of school age parents instructed or otherwise provided service, their resident school district, and the period of time each was instructed or otherwise provided service.

Note: Form PI 2314 Plan and Report–School Age Parent Program is available at no charge from the Department of Public Instruction, Division for Management and Budget, P.O. Box 7841, Madison, WI 53707.

(4) All teachers in the school age parent program shall hold a Wisconsin license to teach. All teachers providing instruction in the areas specified under sub. (6) (f), shall have earned at least 9 semester credits selected from the following:

(a) Infant and child care.

(b) Nutrition.

(c) Fetal development.

(d) Early childhood.

(e) Child or adolescent development.

(f) Maternal health and child care.

(g) Adolescent psychology.

(h) Family relationships.

(5) The pupil to teacher ratio in classes designed specifically for school age parents may not exceed 15 pupils to one teacher without prior department approval. Teacher aides may assist teachers in classrooms, in which case there may be 20 pupils for one teacher and one full-time teacher aide.

(6) The program shall include:

(a) Instruction in basic skills for academic subjects.

(b) Provision of social services to facilitate accessibility to needed resources including information on adoption resources.

(c) Information on counseling services available in the school district and in the community.

(d) Provision of vocational guidance, career development, and education for employment activities.

(e) Information on related maternal and child health support systems and resources.

(f) Instruction in the following areas:

1. Prenatal and neonatal care.
2. Child development.
3. Infant and child care.
4. Nutrition.
5. Family planning including natural family planning.

(7) The program shall be designed to allow pupils enrolled to meet the high school graduation requirements under s. 118.33, Stats., and ch. PI 18.

(8) The program may utilize infant day care services and parenting skills programs under s. 46.99, Stats.

(9) At least annually, the board shall evaluate the program for purposes of determining the effectiveness of the program and the need for modifications to the program. Copies of the evaluation shall be provided to the department. The evaluation shall examine the extent to which the following were accomplished:

(a) The stated goals and objectives of the program were met.

(b) Pupils in the program demonstrated satisfactory progress in basic skills acquisition and progress toward high school graduation under s. 118.33, Stats.

(c) Pupils in the program demonstrated a basic knowledge of maternal health practices, the acquisition of child care techniques, and family planning.

History: Cr. Register, September, 1986, No. 369, eff. 10-1-86.

PI 19.04 Participation in school age parent programs.

(1) (a) A pupil or a pupil's parent may request participation in the program through the program coordinator.

(b) A teacher, school nurse, school psychologist, school social worker, school counselor, administrator, or any other professional required to be licensed under s. 115.28 (7), Stats., who is employed by the school district and has reasonable cause to believe that a pupil is a school age parent shall, with permission of the pupil or a minor pupil's parent, refer the pupil to the program coordinator.

(c) A physician, nurse, psychologist, social worker, counselor, teacher, administrator or professional employee of a public or private health or social service agency who has reason to believe that a pupil is a school age parent may, with permission of the pupil or a minor pupil's parent, refer the pupil to the program coordinator.

(2) Prior to offering enrollment in the school age parent program, the program coordinator shall:

(a) For female pupils, require medical verification of pregnancy or a birth certificate or other evidence which legally establishes parenthood.

(b) For male pupils, require evidence of paternity by one of the following methods:

1. Marriage.
2. Adoption.
3. Presumption of paternity under s. 891.41, Stats.
4. Determination of paternity under s. 767.45, Stats.

(3) Upon determination that a pupil is eligible to enroll in a school age parent program, the program coordinator shall inform the pupil that participation in the program is voluntary and the pupil may select from the following placement options:

(a) Continuation in the regular school program with supportive services provided by pupil services personnel;

(b) Attendance in an educational program designed specifically to meet the needs of the school age parent;

(c) Home study programs for school age mothers as provided under s. 118.15 (1) (d) 5, Stats., during pregnancy and in the 120 days immediately following pregnancy; and

(d) Hospital instruction for school age mothers during periods when the pupil is hospitalized both prior to and following delivery.

(e) Other programs and services which may be available to pupils identified as children at risk under s. 118.153, Stats.

(4) The program coordinator shall conduct a meeting to include the school age mother or the school age father or both; the parents of pupils who are under age 18; teachers; and pupil services personnel prior to a pupil's entry into the program to discuss the following:

(a) Each pupil's current educational program;

(b) Program modifications, if any, needed to accommodate the pupil's pregnancy or child care requirements or to accommodate the pupil's part-time job necessary to provide support for the child; and

(c) Special programming available.

(5) The program coordinator shall outline each pupil's educational and service program plan in writing. This plan shall have the written consent of the school age parent and his or her parents. If the pupil has reached the age of majority or is otherwise emancipated, parental consent is not required.

(6) When a pupil ceases his or her participation in the school age parent program prior to graduation from high school, the program coordinator shall develop a plan for the transition to the regular school program.

History: Cr. Register, September, 1986, No. 369, eff. 10-1-86.

PI 19.05 Reimbursement.

(1) Contingent upon receipt of the written report and statement of receipts and disbursements under s. 115.92 (2), Stats., the state superintendent shall authorize reimbursement to the board, CESA, or fiscal agent for an agreement under s. 66.30, Stats., for the following approved costs for school age parent programs which have been approved under s. PI 19.03 (3):

(a) Salaries for teachers and instructional aides. Salaries for aides for home study programs are not reimbursable;

(b) Special transportation; and

(c) Other expenses approved by the state superintendent.

(2) Aids paid to school districts for day care programs under s. 46.99, Stats., shall be paid as provided under s. 115.93 (1m), Stats.

History: Cr. Register, September, 1986, No. 369, eff. 10-1-86.

Chapter PI 26
EDUCATION FOR EMPLOYMENT PLANS AND PROGRAM REQUIREMENTS

PI 26.01 Applicability and purpose
PI 26.02 Definitions
PI 26.04 Approval of education for employment programs
PI 26.03 General requirements for school board programs for education for employment

PI 26.01 Applicability and purpose. Under s. 121.02 (1) (m), Stats., beginning in the 1991 school year, every board shall provide access to an education for employment program approved by the state superintendent. The purpose of education for employment programs is to prepare elementary and secondary pupils for employment, to promote cooperation between business and industry and public schools, and to establish a role for public schools in the economic development of Wisconsin. This chapter defines education for employment programs, describes the process for approval of education for employment plans, and establishes approval criteria for education for employment programs.

History: Cr. Register, November, 1986, No. 371, eff. 8-1-88; am. Register, December, 1987, No. 384, eff. 9-1-88.

PI 26.02 Definitions. In this chapter:

(1) "Basic skills" means reading, language arts, mathematics, science, and social studies concepts and skills.

(2) "Board" means the school board in charge of the public schools of the district.

(3) "Business and education partnerships" means formal cooperative relationships between public schools and school districts and businesses which benefit and involve pupils, professional staff, the school district, businesses, and the community.

(4) "Career exploration and planning" means the process by which elementary and secondary pupils identify and evaluate life and work choices, explore and plan career goals, and acquire realistic life and work decision-making skills.

(5) "CESA" means a cooperative educational service agency under ch. 116, Stats.

(6) "Community field experience" means learning about work and other life roles by studying, observing, and performing them, and it involves expanding educational environments to places where these roles occur.

(7) "Department" means the Wisconsin department of public instruction.

(8) "Employability skills and attitudes" means the cognitive and affective skills needed by pupils to obtain and retain employment, and which are applicable and transferable to general employment situations.

(a) Instruction which provides for the practical application of basic skills in the general and vocational curricula.

(b) School-supervised work experience. Work experience may include community field experiences relating to work in grades kindergarten through grade 12, more specific occupational training in grades 7 through 12, and paid work experience in grades 10 through 12.

(c) Career exploration and planning which also addresses sex-role stereotyping in career decision making.

(d) Instruction in employability skills and attitudes.

(e) The study of the practical application of economics and American economic institutions, including entrepreneurship education and the knowledge needed to begin and operate a business.

(5) All pupils in grades 9 through 12 shall have access to vocational education programs which have an appropriate curriculum based on labor market information including follow-up studies of graduates on the basis of race, sex, and handicapping condition, job placement and employment needs.

(6) The board shall maintain information on pupil participation in the education for employment program by race, sex, and disability.

(7) The board shall establish a business and education partnership council to encourage the development of business and education partnerships. The education for employment council established under sub. (1) may serve as the business and education partnership council.

(8) The board shall integrate other educational program requirements into the education for employment program, including those found in the school district standards under s. 121.02 (1), Stats., vocational skills required under s. 118.01 (2) (b), Stats., high school graduation requirements under s. 118.33, Stats., and programs for children at risk under s. 118.153, Stats.

(9) The board shall coordinate the education for employment program with other public school districts; CESAs; vocational technical institutes and colleges; and job training programs.

History: Cr. Register, November, 1986, No. 371, eff. 9-1-88; am. (intro.), (2) and (5), Register, December, 1987, No. 384, eff. 9-1-88.

PI 26.04 Approval of education for employment programs. The state superintendent shall review school district education for employment plans during the school district standards compliance audits under s. PI 8.02. The state superintendent shall approve a program if it meets all of the requirements of s. PI 26.03.

History: Cr. Register, November, 1986, No. 371, eff. 9-1-88; am. (intro.), (2) and (5), Register, December, 1987, No. 384, eff. 9-1-88.

Chapter PI 29

GRANTS FOR PRESCHOOL THROUGH GRADE 5 PROGRAMS

PI 29.01 Purpose and applicability
PI 29.02 Definitions
PI 29.03 P-5 program
PI 29.04 Selection process for P-5 schools
PI 29.05 Goals and objectives
PI 29.06 Transportation for pupils who move out of the P-5 school attendance area

Note: Chapter PI 29 was created as an emergency rule effective 8-28-89.

PI 29.01 Purpose and applicability. The purpose of this chapter is to establish policies and procedures for implementing s. 115.45, Stats., which provides grants to schools for preschool through grade 5 programs.

History: Cr. Register, February, 1990, No. 410, eff. 3-1-90.

PI 29.02 Definitions. In this chapter:

(1) "Board" means "school board" as defined in s. 115.001 (7), Stats.

(2) "Dropout" has the meaning given in s. 118.153 (1) (b), Stats.

(3) "Low-income pupil" has the meaning given in s. 115.45 (3m) (a) 2, Stats.

(4) "Milwaukee council" means the council for Milwaukee public school grant programs under s. 115.28 (20), Stats.,

(5) "P-5 council" means the council appointed by the state superintendent under s. PI 29.03 (2).

(6) "P-5 program" means the program operated under s. 115.45, Stats., and this chapter.

(7) "P-5 school" means an individual school or private service provider receiving a grant under s. 115.45, Stats., and this chapter.

(8) "State superintendent" means the state superintendent of public instruction for the state of Wisconsin.

History: Cr. Register, February, 1990, No. 410, eff. 6-1-90.

PI 29.03 P-5 program. (1) Under s. 115.45 (2) (a), Stats., a board, on its own initiative or upon receipt of an application from the principal of an elementary school located in the school district, may apply to the state superintendent for a grant under the P-5 program. The board's application shall include a separate plan for each school which is applying for a grant.

(2) The state superintendent shall appoint a P-5 council under s. 15.04 (1) (c), Stats., which shall include members of the Milwaukee council and representatives from each school district eligible under sub. (4). The P-5 council shall:

(a) Review the applications and plans submitted under s. 115.45 (2) (a), Stats., and make recommendations to the state superintendent regarding the schools to be selected and amounts of grants to be awarded. The P-5 council's recommendations shall be based upon and include information regarding the degree to which the proposed projects will effectively meet the requirements under s. 115.45 (4), Stats.

PI 29.05 Goals and objectives. Each P-5 school shall annually establish goals and objectives pertaining to pupil achievement, and an evaluation process for determining whether the goals and objectives were met. The proposed goals and objectives for each P-5 school shall be reviewed by the P-5 council which shall make recommendations for approval or modification to the state superintendent.

History: Cr. Register, February, 1990, No. 410, eff. 3-1-90.

PI 29.06 Transportation for pupils who move out of the P-5 school attendance area. (1) Under s. 115.45 (9) (a), Stats., if a pupil attending a P-5 school moves from the attendance area of that school to another attendance area after the third Friday in September, the board may offer the pupil the opportunity to attend the P-5 school for the remainder of the school term. If the board intends to exercise this option, the plan under s. 115.45 (2) (a), Stats., shall include the following:

a. How the board will determine which pupils will be offered this opportunity, including how the board will give priority to pupils in the first grade.

b. An estimate of the number of pupils who will take advantage of the opportunity.

c. An estimate of the total cost of transporting the pupils to the P-5 school.

d. A plan for evaluating the effect of reducing pupil mobility on pupil achievement and on the P-5 program.

(2) The P-5 council shall review the plans and estimates under sub. (1) and shall recommend to the state superintendent an amount to be set aside from the appropriation under s. 20.255 (2) (do), Stats., to pay the cost of the transportation. The state superintendent shall set aside an amount, not to exceed 4 percent of each participating school district's estimated P-5 program grant or 4 percent of the total appropriation, whichever is less, to pay the cost of the transportation.

(3) At the end of each school term, the board shall submit a final claim to the state superintendent for the cost of the transportation under sub. (1), which states the number of pupils transported under this section, the number of days each pupil was transported, and the actual cost of the transportation. The state superintendent shall pay the board an amount not to exceed 4 percent of the board's P-5 program grant. If the claim is less than the amount originally estimated, the board may apply the excess to its P-5 program costs if both of the following apply:

(a) Every eligible pupil was offered the opportunity to participate under this section and no pupil was denied; and

(b) The board has made expenditures under the P-5 program to support the claim.

History: Cr. Register, February, 1990, No. 410, eff. 3-1-90.

Appendix C

Sample Truancy Forms

First Absentee Letter

Green Bay Area Public School District
Green Bay, Wisconsin

DATE _____

Dear _____:

The purpose of this letter is to inform you that our records indicate _____ has missed ten school days/or equivalent this year.

While it is your obligation to call and provide written explanations for absences, it is our obligation to inform you by letter when the absences reach the number indicated. Many times, parents or guardians are unaware of the total number of days their child has been absent. We know you realize regular attendance is a necessary factor in achieving success. Work missed can never be made up in a completely satisfactory manner because the value of class activities is missed forever.

If you wish to discuss this matter, please feel free to contact me at _____. Your continued cooperation is appreciated.

Sincerely,

Note: Board of Education Policy KBD is enclosed.

cc: Student File

ATT001 Revised 6/26/84

212

Second Absentee Letter

Green Bay Area Public School District
Green Bay, Wisconsin

DATE _____

Dear _____:

_____ has missed _____ school days this year. We sent you a letter on _____ concerning previous absences.

To reach the goal of maximum educational benefits, the entire process of education requires continuity of instruction, classroom participation, learning experiences, and concentrated study. Regular attendance and participation in classes are well-established principles of education. Work missed can never be made up in a completely satisfactory manner because the value of class activities is missed forever. Teachers cannot teach pupils who are not present.

If this pattern of excessive absence is continued, your child will be required to obtain a doctor's permit before being readmitted to school.

Please contact me at _____ by _____ to discuss the matter.

Sincerely,

Note: Board of Education Policy KBD is enclosed.

cc: Student File

ATT002 Revised 6/26/84

213

This form letter should be placed on letterhead paper from the Brown County District Attorney's Office.

I have been advised by officials of the Green Bay Area Public School District that your child, _____, has been truant from school. As the assistant district attorney assigned to prosecute juvenile matters in Brown County, I am responsible for enforcing school attendance laws, and I want you to be aware of the consequences if your child's truancy continues.

The Green Bay Schools have a policy whereby they refer all students who are habitually truant to the Brown County Court System. An intake worker will then meet with you and your child to attempt to resolve the truancy problem. If this effort is not successful, and your child continues to be truant, your child will be referred to my office. I will then file a petition in juvenile court indicating that your child is habitually truant from school and in need of protection and services.

The filing of the juvenile court petition is the first step in a legal proceeding which should not be taken lightly, as it has very serious consequences. You and your child will be required to attend a minimum of three court appearances, and many truancy cases require additional hearings. An attorney will be appointed to represent your child and you may be required to reimburse the state for the attorney's fees. If the court determines that your child has been habitually truant from school, the judge has a variety of options available to deal with the problem. At a minimum, the judge will place your child on supervision to the Brown County Department of Social Services for one year and require that you meet with a social worker regularly. The judge will order your child to attend school and order you to assist in making that happen. The court also has the authority to remove your child from your home and place your child in a foster home, group home, or Residential Treatment facility. These facilities could be anywhere in the State of Wisconsin, and you may be required to reimburse the County for the cost of housing your child in such a facility. The court can also find your child to be in contempt of court if your child refuses to obey the court's order to attend school. If your child is found in contempt of court, he or she can be held in the juvenile secure detention facility in the Brown County jail for up to six months. Whatever the court order, it will be in effect for a period of one year and can be extended each year until your child reaches the age of 18 or graduates from high school.

ATT003 (1) 1/90

District Truant Officer Letter

Dear _____:

The 1987 Wisconsin Act 285, 118.16 school attendance enforcement subsection 2 (cg) requires that the school attendance officer shall notify the parent or guardian of a child who is a habitual truant when the child initially becomes a habitual truant. Habitual truancy is defined under Section 118.16 1 (a) 1.2. (b) (c).

Your responsibilities as a parent or guardian are covered under section 118.15 compulsory school attendance subsection (1) (a) pars. (b) to (d) and sub. (3) (4).

You may request a program or curriculum modification for the child covered under section 118.15 (1) (d) or an enrollment in a program, "Children At Risk," covered under section 118.53 (3).

I request that you, as the parent or guardian of _____ (student name), meet with _____ (school official name) _____ (title) to discuss the child's welfare. [I am requesting that you attend a meeting on _____ (date) at _____ (time and school). If you are not available at this time, please contact _____ (school official name) to arrange an alternate time.] *[If blank, see below.]

The penalties that may be imposed on the parent or guardian if he or she fails to cause the child to attend school regularly as required is covered under section 118.15 (1) (a).

As of this date, _____ (student name) has been truant _____ days which consists of _____ full days and _____ periods.

Sincerely,

District Truant Officer

* Please call _____ (assistant principal) at _____ (phone number) before _____ (date) to schedule this meeting.

ATT004 1/90

215

Green Bay Area Public School District
Green Bay, Wisconsin

STUDENT'S NAME _____ SCHOOL _____

DATE _____

Truancy Referral Form

Please detail the action taken under each of the following criteria:

118.16 (5): Prior to any proceedings being brought against a child under s. 48.13 (6) or against the child's parent or guardian under s. 118.15, the school attendance officer shall provide evidence that appropriate school personnel in the school or school district in which the child is enrolled have **within the school year during which the truancy occurred**:

A. Met or attempted to meet with the child's parent or guardian to discuss the child's truancy.

Date (s) _____ Result (s) _____

B. Provided an opportunity for: educational counseling to the child.

Date (s) _____ Result (s) _____

C. Made changes/modifications in student's curriculum to resolve truancy.

Date (s) _____ Result (s) _____

ATT005 (1) 1/90

Brown County Social Services Truancy Referral

Name	DOB	Grade
Address		Ethnic
Parent (s)		
Telephone (Home)	(Work)	

Presenting Problems

☐ Truancy *specify*

☐ Disruptive behaviors *specify*

☐ Other *specify*

Educational Assignment and Services

☐ Regular classes
☐ EEN classes (type and date entered)_____
☐ EEN evaluation requested (projected date of testing and/or M-Team conference date)_____
☐ School social worker assigned_____
☐ Involvement with these community resources *specify*_____

Comments:

School personnel most familiar with the child_____

School	Telephone
Signature	Date

ATT006 1/90

Green Bay Area Public School District
Green Bay, Wisconsin

Truancy Referral Form to School District Attendance Office

Date:	From:

Identifying Information

Last Name	First Name	Middle Initial	Nickname	Race

Address *Street, City, State, Zip Code*	County

Age	Birthdate	Grade	Telephone Number

Parent/Guardian

Father's Name	Address	Telephone	Marital Status

Place of Employment

Mother's Name	Address	Telephone	Marital Status

Place of Employment:

Complaint/Problem

List agencies and individuals who have or who are currently working with this individual/family:

Explain the complaint/problem. If truancy, list dates and distinguish between truant, unexcused absence and excused absence. If behavior problem, describe specific behavior, when it occurred, what attempts were made to handle the problem and the results. Please be as specific as possible and document all attempts to correct the problem:

ATT007 1/90

(Please use other side if needed)

Green Bay Area Public School District
Green Bay, Wisconsin

Student Truancy Records

Student Name	Grade	Medical Letter (date sent)	D.A. Letter (date sent)	Parent Conf. Set/Met	Consultation Teem Meeting (date sent)	Brown County At Risk Referral (date sent)	Municipal Court Referral (date sent)	Brown County Juvenile Court Referral (date sent)

Green Bay Area Public School District
Green Bay, Wisconsin

Attendance Department

Date:_____

To the Parents of _____:

After careful consideration of the attendance record your child has made during the _____ school year, and in view of the fact that absences have been excessive, we feel that for any future absences this year your child secure a doctor's permit when absent from school on a regular school day. This doctor's permit should state the number of days, in the opinion of the doctor, he feels the child should be excused from school.

One of our primary aims in the Green Bay Area Public School System is to give all boys and girls an equal opportunity to achieve to the best of their abilities. This cannot be done without regular school attendance. Illnesses which require the services of a duly qualified doctor are justifiably excusable. According to Section 118.15 (1) of the Wisconsin School Laws, all school age children should attend school. It is our duty as a school system to see that this law is obeyed. Please feel free to call upon various qualified personnel within our schools to deal with any problem you might have relative to the regular school attendance of your child in the future.

Your cooperation is definitely needed in dealing with this attendance problem.

_____

Attendance Officer
Green Bay Area Public Schools
Phone: 497-3972

ATT009 1/90

221

School District Standards and Rules

School District Standards and Rules
Wisconsin Statute 121.02 (1)

Note: Amendments to Standards c, d, e, g, h, i, l, r, s, and t are pending at the time of publication.

(A) Ensure that every teacher, supervisor, administrator and professional staff member holds a certificate, license or permit to teach issued by the department before entering on duties for such position.

(a) Each school district board shall certify annually that every teacher, supervisor, administrator, and other professional staff member has been issued a valid certificate, license, or permit by the Department for the position for which he/she is employed before entering on duties for such position and that a copy of the valid certificate, license, or permit is on file in the district.

(B) Annually, establish with school board employes a professional staff development plan designed to meet the needs of individuals or curriculum areas in each school.

(b) Each school district board shall annually establish a professional staff development plan designed to meet the needs of individuals or curriculum areas in each school. The plan shall be developed with the cooperative efforts of licensed support staff, instructional staff, and administrative staff.

(C) Provide remedial reading services for underachieving students in grades kindergarten through grade 3.

(c) Each school district shall identify and diagnose the underachieving pupils in reading in grades Kindergarten through 3. Such identification and diagnosis shall be directed or performed by licensed personnel who have earned at least six semester credits in courses dealing with the measurement of reading skills and achievement and/or the diagnosis of reading difficulties. Children with such identified and diagnosed reading deficiencies shall receive instruction and services directed toward removal of the deficiencies. Such instruction and services shall be coordinated with all other reading instruction.

(D) Operate a five-year-old kindergarten program, except in union high school districts.

(d) Each school district shall operate a kindergarten program in which all five-year-old children of the district may be enrolled. The teachers shall be licensed by the Department to teach kindergarten. Physical facilities, equipment, and materials shall be provided for a program which includes opportunities for learning basic concepts and skills in language arts, fine arts, social studies, science, mathematics, and physical education.

(E) Provide guidance and counseling services.

(e) Guidance and counseling services shall be provided for all pupils. The district shall have on file written evidence that its guidance and counseling program is systematically planned and directed by licensed guidance and counseling personnel. Guidance and counseling activities in grades 7 through 12 shall be performed by licensed guidance and counseling personnel. Supervision and direction of guidance and counseling activities in grades kindergarten through 6 shall be provided by licensed guidance and counseling personnel. The program of guidance and counseling shall include providing vocational, educational, and personal/social information; pupil appraisal; placement; referral; research; and follow-up activities.

(F) Schedule at least 180 school days annually, less any days during which the state superintendent determines that school is not held or educational standards are not maintained as the result of strike by school district employes. Annually, schedule at least 437 hours of direct pupil instruction in kindergarten, at least 1,050 hours of direct pupil instruction in grades 1 to 6 and at least 1,137 hours of direct pupil instruction in grades 7 through 12.

Scheduled hours under this subdivision includes recess and time for pupils to transfer between classes but does not include the lunch period.

(f) Each school district board shall schedule at least 180 school days annually. A maximum of five days may be counted to meet this requirement if they are used for parent conferences or if school is closed by the school district administrator because of inclement weather. School days are further defined in s. 115.01(10), Stats. The 180 days requirement may be reduced for any days during which the state superintendent determines that school is not held or educational standards are not maintained as the result of a strike by school district employes.

Each school district board shall annually schedule and hold at least 437 hours of direct pupil instruction in kindergarten, at least 1,050 hours of direct pupil instruction in grades 1 through 6, and at least 1,137 hours of direct pupil instruction in grades 7 through 12. The school hours are computed as the period from the start to the close of each pupil's daily instructional schedule. Scheduled hours under this subdivision include recess and time for pupils to transfer between classes but do not include the lunch period. No more than 30 minutes per day may be counted for recess. In computing the minimum number of instructional hours under this subdivision, days and parts of days on which parent and teacher conferences are held, staff development or inservice programs are held, schools are closed for inclement weather, or when classes are not held may not be counted.

(G) Provide for emergency nursing services.

(g) Emergency nursing services shall be provided under the direction of a nurse(s) registered in Wisconsin. Arrangements shall be made with a physician to serve as a medical advisor for the emergency nursing service. Written policies for emergency nursing services shall be established. These policies shall include procedures for dealing with accidental injury, illness, and medication at all school-sponsored activities. An annual review shall be made of the emergency nursing services. Emergency nursing services shall be available during the regular school day including curricular and co-curricular activities of pupils. Equipment and supplies for the emergency nursing service shall be readily accessible.

(H) Provide adequate instructional materials, texts and library services which reflect the cultural diversity and pluralistic nature of American society.

(h) Each school district board shall:

1. Have on file a written, long-range plan for library services development which has been formulated by teachers, library and audiovisual personnel and administrators, and approved by the school district board.
2. Designate a licensed library media person to direct and coordinate the district's library media program.
3. Make available to all pupils a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials which depicts in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.
4. Provide library media services to all pupils as follows: to pupils in grades kindergarten through 6, library media services which are performed by or under the direction of licensed library and audiovisual personnel; and to pupils in grades 7 through 12, library media services which are performed by licensed library and audiovisual personnel.

(I) Provide safe and healthful facilities.

(i) A long-range plan shall be developed, adopted, and recorded by the school board which defines the patterns and schedule for bringing the district operated facilities to the level of the standards established for safe and healthful facilities. The school board shall comply with all regulations,

state codes, and orders of the Department of Industry, Labor and Human Relations and the Department of Health and Social Services and all applicable local safety and health codes and regulations. The facilities shall be inspected at least annually for potential or demonstrated hazards to safety and health, hazardous conditions shall be corrected, compensating devices installed or special arrangements made to provide for safe and healthful facilities. Maintenance procedures and custodial services shall be conducted in such a manner that the safety and health of persons using the facilities are protected. Responsibility for coordinating all activities related to the safety and health considerations of the facilities for the entire district shall be assigned to one individual.

(J) Ensure that instruction in elementary and high schools in health, physical education, art, and music, is provided by qualified teachers.

(j) The school district board shall provide instruction in health, physical education, art, and music as follows:

Health instruction shall be provided in accordance with a written comprehensive health education curriculum which includes the curricular areas defined in ss. 115.35 and 118.01(2) of the Wisconsin Statutes. A professional staff member shall be designated as coordinator of health education. Health education in grades Kindergarten through 6 shall be under the supervision of a licensed health teacher. In grades 7 through 12 health education shall be conducted by or under the supervision of a licensed health teacher and shall include one structured course in health taught by a licensed health teacher.

Physical education instruction shall be provided in accordance with a developmental, sequential, comprehensive physical education curriculum and program of instruction for all pupils. Instruction in grades Kindergarten through 6 shall be provided at least three times weekly, except that days on which special activities are conducted may be exempt; and shall be conducted by or under the direction of a licensed physical education teacher. Pupils in grade 6 may be scheduled in accordance with the criteria for scheduling grades 7 through 12, if the pupils are attending a school that includes any of those grades. All pupils in grades 7 through 12 shall participate in the instructional program of physical education taught by a licensed physical education teacher except that in senior high schools one year or the equivalent may be optional to pupils.

Art instruction shall be provided in accordance with a written comprehensive art curriculum which is based on concepts developed through sensory awareness, aesthetic discrimination and skill development in the creation of art, and the knowledge of human art heritage. Art instruction shall be provided for all pupils in grades Kindergarten through 6 and shall be performed by or under the supervision of a licensed art teacher. Art instruction shall be available to all pupils in grades 7 through 12 and shall be taught by a licensed art teacher.

Music instruction shall be provided in accordance with a written comprehensive music curriculum including developmental experiences involving singing, playing instruments, listening, movement, creative expression, and music reading. Music instruction shall be provided for all pupils in grades Kindergarten through 6 and shall be performed by or under the supervision of a licensed music teacher. Music instruction including general music, vocal music, and instrumental music shall be available to all pupils in grades 7 through 12 and shall be taught by a licensed music teacher.

(K) By September 1, 1988, develop a written, sequential curriculum plan in at least three of the following subject areas: reading, language arts, mathematics, social studies, science, health, computer literacy, environmental education, vocational education, physical education, art, and music. The plan shall specify objectives, course content, and resources and shall include a program evaluation method.

By September 1, 1989, develop a written, sequential curriculum plan in at least three additional subject areas specified in subd. 1.

By September 1, 1990, develop a written, sequential curriculum plan in all of the remaining subject areas specified in subd. 1.

(k) Curriculum Plan

1. In this paragraph:
   a. "Computer literacy" means the ability to use computer programs to assist learning, handling information and problem solving, and the ability to make informed judgments concerning social and ethical issues involving computers and information systems.
   b. "School district curriculum plans" means the composite of the sequential curriculum plans.
   c. "Sequential curriculum plan" means an organized set of learning experiences that build upon previously acquired knowledge and skills.
2. Each school district board shall develop, adopt and implement a written school district curriculum plan which includes the following:
   a. A Kindergarten through grade 12 sequential curriculum plan in each of the following subject areas: reading, language arts, mathematics, social studies, science, health, computer literacy, environmental education, physical education, art, and music.
   b. A grade 7 through 12 sequential curriculum plan in vocational education.
3. Each sequential curriculum plan shall specify objectives, course sequence, course content, resources and an allocation of instructional time by week, semester and school term. The school district board shall establish in the school district curriculum plan the allocation of instructional time, by week, semester, and school term, among all subject areas.
4. Each sequential curriculum plan shall include a program evaluation method which provides a systematic, continuous, and objective process of determining whether pupils attain the specified objectives. Components of the sequential curriculum plan shall be monitored continuously and the overall program evaluation method shall be reviewed at least once every five years and revised as appropriate to ensure that pupils meet the curriculum objectives.
5. The school district curriculum plan shall be consistent with the approved education for employment program under ch. PI 26 (see p. 202).
6. The school district board shall develop sequential curriculum plans in at least three of the subject areas specified in subd. 2 by September 1, 1988; in at least three more of the subject areas specified in subd. 2 by September 1, 1989; and in all of the remaining subject areas specified in subd. 2 by September 1, 1990. The computer literacy and environmental education curriculum plans shall be developed as follows:
   a. Computer literacy objectives and activities shall be integrated into the Kindergarten through grade 12 sequential curriculum plans.
   b. Environmental education objectives and activities shall be integrated into the kindergarten through grade 12 sequential curriculum plans, with the greatest emphasis in art, health, science, and social studies education.

(L) In the elementary grades, provide regular instruction in reading, language arts, social studies, mathematics, science, health, physical education, art, and music.

In grades 5 to 8, provide regular instruction in reading, language arts, social studies, mathematics, science, health, physical education, art, and music. The school board shall also provide pupils with an introduction to career exploration and planning.

In grades 9 to 12, provide access to an educational program that enables pupils each year to study English, social studies, mathematics, science, vocational education, foreign language, physical education, art, and music. In this subdivision, "access" means an opportunity to study through school district course offerings, independent study, cooperative educational service agencies, or cooperative arrangements between school boards and postsecondary institutions.

(l) Each school district board shall provide instruction as follows:

In grades Kindergarten through 4, regular instruction shall be provided in reading, language arts, social studies, mathematics, science, health, physical education, art, and music. In this subdivision, "regular instruction" means instruction each week for the entire school term in sufficient frequency and length to achieve the objectives and allocation of instructional time identified in the curriculum plans developed and adopted under par. (k).

In grades 5 through 8, regular instruction shall be provided in reading, language arts, social studies, mathematics, science, physical education, health, art, and music. In this subdivision, "regular instruction" means instruction each week for the entire school term in sufficient frequency and length to achieve the objectives and allocation of instructional time identified in the curriculum plans developed and adopted under par. (k), except that in middle level formats which offer or require a variety of exploratory experiences for pupils, such as foreign language, business education, vocational agriculture, technology education, home economics education, and marketing education, regular instruction in health, art, and general music may be provided as follows:

a. In grades 5 and 6, each week for the entire school term or the equivalent in sufficient frequency and length to achieve the objectives and allocation of instructional time identified in the curriculum plans developed and adopted under par. (k).

b. In grades 7 and 8, in sufficient frequency and length to achieve the objectives and allocation of instructional time identified in the curriculum plans developed and adopted under par. (k).

An introduction to career exploration and planning, through a one-semester course or the equivalent in instructional time and course content, shall be integrated within grades 5 through 8.

In grades 9 through 12, access shall be provided, without charge for tuition, to an education program which enables pupils each year to study English, social studies, mathematics, science, vocational education, foreign language, physical education, art, and music. The school district board shall make all courses as widely available to all pupils as possible, however an individual pupil's scheduling conflict does not constitute denial of access to a course.

(M) Provide access to an education for employment program that has been approved by the state superintendent.

(m) Each school district board shall comply with s. 121.01 (1) (m), Stats., and ch. PI 26, (see p. 202) relating to education for employment.

(N) Develop a plan for children at risk under s. 118.153.

(n) Each school district board shall comply with s. 118.153, Stats., and ch. PI 25, relating to plans and programs for children at risk.

(O) Annually, adopt and publish a performance disclosure report. The report shall describe the school board's and each school's educational goals and objectives, including learning-related performance objectives, and the results of the tests administered under par. (s) during the previous school year.

(o) Each school district board shall annually adopt and publish a report to the residents of the school district. The report shall be written in plain language and shall include the following:

a. A statement of the educational goals and objectives of the school district, including performance objectives related to learning and the progress made in meeting the objectives.

b. A statement of the educational goals and objectives for each school in the school district, including performance objectives related to learning and the progress made in meeting the objectives.

c. Results of achievement tests administered under par. (s) or under s. 118.30, Stats., for the school district and for each school in the school district.

(P) Comply with high school graduation standards under s. 118.33 (1).

(p) Each school district board shall comply with s. 118.33, Stats., and ch. PI 18, relating to high school graduation standards.

(Q) Evaluate, in writing, the performance of all certified school personnel at the end of their first year and at least every third year thereafter.

(q) Each school district board shall establish specific criteria and a systematic procedure to measure the performance of licensed school personnel. The written evaluation shall be based on a board adopted position description, including job related activities, and shall include observation of the individual's performance as part of the evaluation data. Evaluation of licensed school personnel shall occur during the first year of employment and at least every third year thereafter.

The school district board shall ensure that evaluations, including those for purposes of discipline, job retention, or promotion, shall be performed by persons who have the training, knowledge, and skills necessary to evaluate professional school personnel. The school district board shall be responsible for the evaluation of the school district administrator under this subdivision.

(R) Annually administer a standardized reading test developed by the department to all pupils enrolled in the school district in grade 3.

(r) The department shall develop a standardized reading test for pupils in grade 3. The department shall annually provide the test to all school district boards and score and report the results. Each school district board shall annually administer the test to all pupils in the school district enrolled in grade 3. Standardized refers to test objectives and items, test-related materials, test administration procedures, the testing schedule, and the scoring and reporting procedures and formats. The department shall provide guidelines to assist school districts in testing and excluding from testing pupils with special needs, including pupils with exceptional educational needs under ch. 115, subch. V., Stats., and pupils with limited English proficiency under ch 115, subch. VII, Stats.

The department shall report each school district's test results, for the school district and for each school in the district, to the school district board.

The department shall report aggregate statewide pupil achievement data to each school district for the purpose of local evaluation of school district test performance in relation to statewide performance.

The department shall establish achievement performance standards and shall report the achievement level to each school district board in relation to the standards.

(S) Using achievement tests that are aligned with the school district's curriculum, test all of the pupils enrolled in the school district in reading, language arts and mathematics at least twice in grades Kindergarten to 5, at least once in grades 6 to 8 and at least once in grades 9 to 11.

(s) Each school district board shall test all of the pupils enrolled in the school district in reading, language arts, and mathematics at least twice in grades Kindergarten through 5, at least once in grades 6 through 8, and at least once in grades 9 through 11. The school district board shall use achievement tests that are aligned with the school district's curriculum objectives identified under par. (k). The depart-

ment shall provide guidelines to assist school districts in testing and excluding from testing pupils with special needs including pupils with exceptional educational needs under ch. 115, subch. V, Stats., and students with limited English proficiency under ch. 115, subch. VII, Stats. A school district's participation in the competency testing program under s. 118.30, Stats., meets the requirements of this paragraph.

(T) Provide access to an appropriate program for pupils identified as gifted and talented.

(t) In this paragraph "appropriate program" means a systematic and continuous set of instructional activities or learning experiences which expand the development of the pupils identified as gifted or talented. "Gifted and talented pupils" has the meaning set forth in s. 118.35(1), Stats.

Each school district board shall establish a means for identifying gifted and talented pupils in each of the categories identified in s. 118.35(1), Stats. Multiple criteria for the identification of gifted or talented pupils shall be used including intelligence, achievement, leadership, creativity, product evaluations, and nominations. A pupil may be identified as gifted or talented in one or more of the categories under s. 118.35(1), Stats. The school district board shall provide access, without charge for tuition, to appropriate programs for pupils identified as gifted or talented as required under ss. 118.35(3) and 121.02(1)(t), Stats. The school district board shall provide an opportunity for parental participation in the planning of the proposed program.

WISCONSIN STATUTE 121.02(2)

In order to ensure compliance with the standards under sub. (1), the state superintendent shall annually conduct a general on-site audit of at least 20 percent of all school districts, selected by means of a stratified, random sample. The state superintendent shall audit each school district at least once every five years but may not audit a school district more than once every three years. The state superintendent shall ensure that the audit process involves school board members, school district administrators, teachers, pupils, parents of pupils, and other residents of the school district. Nothing in this subsection prohibits the state superintendent from conducting an inquiry into compliance with the standards upon receipt of a complaint.

WISCONSIN STATUTE 121.02(3)

Prior to any finding that a school district is not in compliance with the standards under sub. (1), the state superintendent shall, upon request of the school board or upon receipt of a petition signed by the maximum number of electors allowed for nomination papers of school district officers under s. 8.10 (3) (i), (km) or (ks), conduct a public hearing in the school district. If the state superintendent, after the hearing, finds that the district is not in compliance with the standards, the state superintendent may develop with the school board a plan which describes methods of achieving compliance. The plan shall specify the time within which compliance shall be achieved. The state superintendent may provide in the criteria established by the department under sub. (1) alternative methods for districts to comply with each of the standards in this section shall withhold up to 25 percent of state aid from any school district that fails to achieve compliance within the specified period.

WISCONSIN STATUTE 121.02(5)

The state superintendent shall promulgate rules to implement and administer this section, including rules defining "regular instruction" for the purpose of sub. (1) (L) 1 and 2.

PI 8.02 Compliance Audits

(1) Beginning in the 1988-89 school year, the department shall annually conduct a general on-site audit of at least 20 percent of all school districts, as required under s. 121.02(2), Stats., selected by means of a stratified random sample. In this section, "selected by means of stratified random sample" means that districts will be grouped accordingly to enrollment and a representative number will be selected randomly from each group. The state superintendent shall audit each school district at least once every five years but may not audit a school district

more than once every three years. Nothing in this section prohibits the state superintendent from conducting an inquiry into compliance with the standards upon receipt of a complaint.

(2) The department shall notify the school district board at least 90 days prior to beginning the on-site audit.

(3) The department shall provide a report to the school district board in writing within 60 days of the end of the on-site visit. If the report indicates that the district is not in compliance with s. 121.02(1), Stats., or s. PI 8.01(2), the school district board or the electors of the school district as provided under s. 121.02(3), Stats., may petition the state superintendent for a public hearing within 45 days of receipt of the audit report. The state superintendent shall hold the public hearing prior to any finding of noncompliance.

PI 8.03 Noncompliance Hearings

(1) Upon request of the school board or upon receipt of a petition signed by the number of electors under s. 121.02(3), Stats., the state superintendent, or a person designated by the state superintendent as the hearing officer, shall conduct a public hearing in the school district prior to any finding that a school district is not in compliance with the standards under s. 121.02(1), Stats., or s. PI 8.01(2).

(2) The department shall mail notice of the hearing to the interested parties or their representatives and to representative media in the geographical area of the school district at least ten days before the public hearing. The notice shall include the time and place of the hearing, and a deadline for submitting written statements.

(3) At the public hearing, all interested persons or their representatives shall be given an opportunity to present facts, opinions or arguments relative to the allegation of noncompliance in the report under s. PI 8.02 (3) or in the petition of the electors under s. 121.02 (3), Stats. The hearing officer may administer oaths or affirmations to those persons interested in giving testimony, and may question persons giving testimony. The hearing officer may limit the length of oral presentations at his or her discretion and may continue or postpone the hearing to such time as he or she deems appropriate. The department shall keep minutes or a taped record of the hearing.

(4) Any interested person may present written statements of facts, opinions, or arguments on the issue of the hearing to the state superintendent, whether or not the person presented oral testimony. The state superintendent or hearing officer shall set a reasonable deadline for the submission of any written statements.

(5) After the public hearing and not later than 90 days after the deadline for submission of written statements, the state superintendent shall issue a written decision on whether the district is in compliance with the standards.

(6) If the state superintendent finds the school district board is not in compliance with the standards, the state superintendent may develop with the school district board a plan for compliance which specifies a time period, not to exceed 90 days, in which compliance must be achieved. Prior to the expiration of the time period, a school district board may submit a written request to the state superintendent for an extension of the time period. The request shall set forth the extenuating or mitigating circumstances that support granting the request and a date by which compliance will be achieved. The state superintendent may grant one extension of the time period, not to exceed one year. The state superintendent shall withhold up to 25% of state aid from any school district which fails

to achieve compliance within the specified period, as required under s. 121.02 (3), Stats.

PI 8.001 Definitions

(1) "Access" means an opportunity to study through school district course offerings, independent study, cooperative education service agencies, or cooperative arrangements between school district boards under s. 66.30, Stats., and postsecondary education institutions.

(2) "Career exploration and planning" means the process by which elementary and secondary pupils identify and evaluate life and work choices, explore and plan career goals, and acquire realistic life and work decision-making skills.

(3) "Children at risk" has the meaning set forth in s. 118.153 (1) (a), Stats.

(4) "Days" means calendar days unless otherwise specified.

(5) "Department" means the Wisconsin Department of Public Instruction.

(6) "Hours" means clock hours.

(7) "Kindergarten" means five-year-old Kindergarten unless otherwise specified.

(8) "Licensed" means holding a valid license issued by the department as required under ss. 118.19 and 121.02 (1) (a), Stats.

(9) "Postsecondary education institutions" means public and private colleges and universities, and vocational and technical institutions and schools.

(10) "School district board" means the school board in charge of the schools of a public school district.

(11) "School term" has the meaning set forth in s. 115.001(12), Stats.

(12) "State Superintendent" means the State Superintendent of Public Instruction.

(13) "Vocational education" means instructional programs designed to assist pupils in achieving mastery of the skills set forth in s. 118.01 (2) (b), Stats.

Appendix E

Acronyms

AODA—Alcohol and Other Drug Abuse

CAR—Children At Risk

CCSSO—Council of Chief State School Officers

CESA—Cooperative Educational Service Agencies

CSHCN—Children with Special Health Care Needs

DH&SS—Department of Health and Social Services

DILHR—Department of Industry, Labor and Human Relations

DPI—Department of Public Instruction

DVI—Designated Vocational Instructor

EAP—Employee Assistance Program

ED—Emotionally Disturbed

EEN—Exceptional Educational Needs

GPR—General Program Revenues

IEP—Individualized Education Plan

IGE—Individually Guided Education

JTPA—Job Training Partnership Act

K-12—Kindergarten through twelfth grade

LD—Learning Disabled

LEA—Local Education Association (or school district)

NCES—National Center for Education Statistics

NDN—National Diffusion Network

NEA—National Education Association

P-5 Progrm—Preschool to Grade 5 program

PIC—Private Industry Council

PTA—Parent Teacher Association

SAP—Student Assistance Program

SAPAR—School Age Parent Program

SDA—Service Delivery Area

SWS—School Within a School

TIP—Talent Incentives Program

UW—University of Wisconsin System

VTAE—Vocational, Technical and Adult Education

WECEP—Work Experience Career Exploration Program

WEOP—Wisconsin Educational Opportunity Program

S. 118.153 Wis. Stats—Children At-Risk Statute

1985 Wisconsin Act 29—Educational Reform Package containing the standards

94-142—Education for all Handicapped Children Act

1987 Wisconsin Act 285—S. 118.115 Truancy Statute

51.42 Board—Developmental Disability Board

s. 115.367 Wis. Stats.—Wis. Education for Employment

Sec. 118.13 Wis. Stats.—Pupil nondiscrimination statute

1987 Wisconsin Act 339—Alcohol and Other Drug Abuse Initiatives

Chapter 115, Subchapter VI—Education for School Age Parents

118.295 Wis. Stats.—Suicide Prevention

121.004 Wis. Stats.—Four and five-year-old kindergarten count

Section 121.85 and 121.86 Wis. Stats.—Chapter 220 Integration Aid

Appendix F

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